

Under existing arrangements North Wheatley village primary school, near Retford, Nottinghamshire, would normally revert back to the control of Lord Biddulph when it comes to the end of its normal life.

However, the Earl, who lives at Birden House, Malton, North Yorkshire, has waived his right to the 150-year-old school, which, it is thought, could fetch up to £50,000, and allowed Nottinghamshire County Council to sell the site as long as the money is used for educational purposes.

The move could help solve a dilemma for the local education authority since this present school

NEWS

Bristol comprehensives' fund-raisers get a pound for pound guarantee
Millionaire offers a winning double

by Richard Garner

A multi-millionaire has offered two neighbouring Bristol comprehensive schools a unique "double-your-money" scheme under which he will match pound for pound any funds raised by parents up to a maximum of £100,000.

Staff at the trust which is administering the scheme for 73-year-old Mr John James, who has also donated about £2 million to nine independent schools in Bristol, add that he would be prepared to consider approaches from heads to operate similar schemes at their schools.

In both cases, the headteachers—Mr Fred Langley of Lockleaze Com-

prehensive School and Mr Michael Smith of Pillton High School—approached Mr James, who has lived in Bristol for most of his life, to see if he would be prepared to back fund-raising schemes.

Under the arrangement at Pillton High School, which was the first to approach Mr James, the millionaire has agreed to match pound for pound any money raised by the parents up to a ceiling of £50,000. If the £50,000 is raised within a two-year period—which expires in October, next year, a further £50,000 will be on offer. So far the school has raised about £30,000.

Mr Smith said that the money had already been used to benefit 400 of the school's 1,400 pupils by reducing the cost of field expeditions, by paying £150 towards the

cost of a £500 post-A level Rocky Mountain expedition for one pupil and other ventures.

At Lockleaze, the school has been given five years during which Mr James will set aside up to £50,000 or a pound for pound basis. Then, if that amount is raised, a further £50,000 will be offered over the next five years.

In addition, Mr James has just announced donations of £900,000 to nine independent schools over the next 10 years to allow them to help Bristol children attend their schools if their parents cannot afford the fees.

Each school will receive £100,000 and the schools on the list are Badminton School for Girls, Bristol Cathedral School, Bristol Grammar School, Clifton College, Clifton

High School for Girls, Colston's Girls' School, Queen Elizabeth Hospital, Redland High School and Red Maids' School. All except Badminton received similar donations under an earlier donation from Mr James.

Mr James, who made his fortune through a chain of television and electrical shops, said he believed that no child of ability should be deprived through lack of means of the chance to go to a private school. Of the comprehensive schools, he said: "If parents in the maintained sector are prepared to make similar sacrifices to set up a capital fund then I will match their efforts pound for pound."

Both head teachers stressed that the money would not be used to buy anything normally supplied by the local education authority.

Children who are taken in care need

More than 8,000 children less than 10 years old are taken into care every year, the Council for One, a

claiming last week, many parents find it difficult to get their children back, and circumstances may have changed.

The council wants that protective attitude, local authorities are costing £20m a year.

It says: "The national experience shows that children, acting in what is to be the best interests of their children, often do not take into account the family's circumstances, or to children staying in care."

"And single parents find it difficult to get their children in care because of poverty or because they are unable to find it difficult to get their children in care."

Mr Harry Fletcher, senior advice worker, social service official at Durham last week said in need for independent care cases.

Every child has the right to obtain an opinion, he said, if it would ensure that the child, save the cost of money, and get towards removing social fears of social services."

Mr Fletcher pointed out that half of the children currently in care are under 10 years old.

In two-thirds of the cases, the national survey of the past three years, agreed in one way or another, the recommendations of the Department of Social Security.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

could be the year when Britain faces up to youth unemployment as a long-term reality. Ministers are to decide whether to turn the gap measures for the young into

Train the young jobless in special schemes, MSC told

Manpower Services Commission this week considered recommendations from consultation officers who have been reviewing all government services to the young.

Commissioners, representing employers and the unions, education and local authorities, are to be the best interests of their children, often do not take into account the family's circumstances, or to children staying in care."

"And single parents find it difficult to get their children in care because of poverty or because they are unable to find it difficult to get their children in care."

Mr Harry Fletcher, senior advice worker, social service official at Durham last week said in need for independent care cases.

Every child has the right to obtain an opinion, he said, if it would ensure that the child, save the cost of money, and get towards removing social fears of social services."

Mr Fletcher pointed out that half of the children currently in care are under 10 years old.

In two-thirds of the cases, the national survey of the past three years, agreed in one way or another, the recommendations of the Department of Social Security.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

a real extension of the training and education system. Mark Jackson reports on the proposals before them from the officials, the youth lobby, and the careers service.

Train the young jobless in special schemes, MSC told

Manpower Services Commission this week considered recommendations from consultation officers who have been reviewing all government services to the young.

Commissioners, representing employers and the unions, education and local authorities, are to be the best interests of their children, often do not take into account the family's circumstances, or to children staying in care."

"And single parents find it difficult to get their children in care because of poverty or because they are unable to find it difficult to get their children in care."

Mr Harry Fletcher, senior advice worker, social service official at Durham last week said in need for independent care cases.

Every child has the right to obtain an opinion, he said, if it would ensure that the child, save the cost of money, and get towards removing social fears of social services."

Mr Fletcher pointed out that half of the children currently in care are under 10 years old.

In two-thirds of the cases, the national survey of the past three years, agreed in one way or another, the recommendations of the Department of Social Security.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

a real extension of the training and education system. Mark Jackson reports on the proposals before them from the officials, the youth lobby, and the careers service.

Train the young jobless in special schemes, MSC told

Manpower Services Commission this week considered recommendations from consultation officers who have been reviewing all government services to the young.

Commissioners, representing employers and the unions, education and local authorities, are to be the best interests of their children, often do not take into account the family's circumstances, or to children staying in care."

"And single parents find it difficult to get their children in care because of poverty or because they are unable to find it difficult to get their children in care."

Mr Harry Fletcher, senior advice worker, social service official at Durham last week said in need for independent care cases.

Every child has the right to obtain an opinion, he said, if it would ensure that the child, save the cost of money, and get towards removing social fears of social services."

Mr Fletcher pointed out that half of the children currently in care are under 10 years old.

In two-thirds of the cases, the national survey of the past three years, agreed in one way or another, the recommendations of the Department of Social Security.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

to make the most of outdoor experience. A teacher should be appointed in each school to coordinate all outdoor work and these special responsibilities should be recognized by the schools.

The report also calls for written codes of conduct and safety and trips away from home of at least four or five days for every pupil to give them experience of living together.

Local authorities should provide more outdoor education, in-service training, financial assistance to schools, residential centres and relief staff.

The report warns, however, that all this is leading to over use of certain popular areas such as Malham and parts of the Lake and Peak Districts.

It calls for a national inquiry into the use of such areas by schools. To aid in conservation schools should avoid them or spread their visits throughout the school year.

More cooperation between such departments as physical education, biology, art or history were needed

Poor image harms careers service, says radio station

Something is fundamentally wrong with the image of the careers service, says a London radio station which runs an advice service for the young jobless and for people seeking educational information.

Capital Radio got nearly 300 calls a day during the 10 days it ran a telephone advice service for people wanting to take courses in further, higher, or adult education. Eight out of 10 callers simply needed to be told where to apply for help.

Of the youngsters who rang, well over half were directed towards the careers service, or the Further Education Information Service, which is operated by careers departments. The programme was run just after the publication of this year's A level results, when the FEIS is at its busiest.

Capital says that its aim was to provide a quick and accurate referral service, rather than direct advice on the phone, but qualified careers advisers recommended by the Inner London careers service, were used. The advisers were surprised by the flood of calls, and Capital says, asked why the callers were not going straight to organizations like the careers service.

Capital, in a report on the scheme, says that the answer must lie in the contrasting images of itself and local government. Although most callers were bright, they did not know of the careers service.

The scheme's organizers suggest that those who use the service are often of limited intelligence, and regard it with suspicion and scepticism as part of the establishment.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

"The problem may relate to suspicion towards any part of the bureaucracy," they suggest, "or may stem from a lack of publicity."

The comments will be contested by many in the careers service, even though they refer to its image and not its actual quality. Mr Ray Hurst, general secretary of the Institute of Careers Officers, reacted angrily this week, claiming that the nearly 3,000 calls Capital reported was an insignificant number compared with the volume of inquiries that the careers department and the FEIS get at that time of year. He insisted that most youngsters were well aware of the careers service and the help it could give.

Other groups, including sixth form and university teachers, may be disconcerted by the report's implications. It says that the biggest group of callers were graduates and those with university entry qualifications, many of whom had no idea of what to do about finding vacancies or getting grants, and that some had to be told step by step how to fill in university clearing cards. Some university entrance candidates did not even know that it was necessary to apply for a grant.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.

Capital has commissioned a Mullin survey to check its results, and says it suspects that it will show that clients are easily discouraged from following up leads through what it calls "the educational maze". The report warns that colleges, careers offices, local authorities and professional bodies are discouraging or misleading, then the client may give up.



TRAVEL

Learning through adventure

OUTDOOR ADVENTURE COURSES AND EDUCATIONAL TOURS FOR JUNIOR, MIDDLE AND SENIOR SCHOOLS.

Our reputation has been built on 24 years of providing safe, stimulating and exciting courses for young people.

*Pony trekking
*Riding *Sailing
*Canoeing *Fishing
*Caving *Hill Walking *Wind surfing *Orienteering
*Archery *Abseiling
*Many more.

All under expert supervision, all great fun. No experience necessary. Top quality equipment. Wide choice of centres.

BRECON BEACONS/WYE VALLEY/SHROPSHIRE/SOUTH OF FRANCE/MEDITERRANEAN/HOLLAND.

For Schools Advertisers, Day Adventure House, Row-on-Wy, HR9 7AH
Write or phone for Brochures
(Office Hours: Tel 0999 4211
Use: 01483 772 535
(Evening and weekends by post)
For Schools Advertisers, Day Adventure House, Row-on-Wy, HR9 7AH
Write or phone for Brochures
(Office Hours: Tel 0999 4211
Use: 01483 772 535
(Evening and weekends by post)

For Schools Advertisers, Day Adventure House, Row-on-Wy, HR9 7AH
Write or phone for Brochures
(Office Hours: Tel 0999 4211
Use: 01483 772 535
(Evening and weekends by post)

For Schools Advertisers, Day Adventure House, Row-on-Wy, HR9 7AH
Write or phone for Brochures
(Office Hours: Tel 0999 4211
Use: 01483 772 535
(Evening and weekends by post)

For Schools Advertisers, Day Adventure House, Row-on-Wy, HR9 7AH
Write or phone for Brochures
(Office Hours: Tel 0999 4211
Use: 01483 772 535
(Evening and weekends by post)

Take your school party to the Alps with us next year. Choose your slopes and NEWBOURNE TRANSPORT will arrange the rest, coach transport, accommodation with full board, tuition and equipment. Our coach and drivers are available to your party throughout your stay for trips to surrounding places of interest at no extra cost. NEWBOURNE TRANSPORT is operated by ex-teachers, including the drivers, so we understand the problems - and children.

SKI TRIPS

NEWBOURNE TRANSPORT

Write to us 29a Newley Way, London N.W.4 for more complete information.

BARCLAY SMITH'S

School Travel Operators for over 20 years.

Specialist in school travel to all parts of the world. We offer a wide range of packages to suit all budgets and requirements. Our experienced staff will ensure that your school's travel needs are met with the highest standards of service and safety.

For 1991 brochure book to: BARCLAY SMITH'S EDUCATIONAL TRAVEL LTD, (01) 483 772 535, 29a Newley Way, London N.W.4, or Tel: (01) 483 772 535.

SCHOOL TRAVEL - LONDON

Hotel, breakfast, luxury travel, insurance, use of own coach. 3 days - £16.00 (min. 50) 4 days - £22.50 (min. 50) 5 days - £28.00 (min. 50). Contact: Intertravel Services, 20 Ldn. Ave. Gardens, London, S.W.1. Tel: 01-854 7157/01-581 8000.

DICKSONS TOURS (UK LTD)

For all your school requirements. Special rates for schools following. For all your school requirements. Special rates for schools following. For all your school requirements. Special rates for schools following.

DICKSON HOUSE, 13-15 STATION ROAD, STONE, STAFFS, STAFFS, STAFFS. Tel: 0595 3331/2.

NEWS



A warm Papal greeting for Mrs Carol Minkley, the chairman of Nottinghamshire County Council's committees, during a visit by the county's orchestra to Rome, where it played in St Peter's Basilica.

Sacked head prepares for governors' meeting

by Bert Lodge

Governors of the Sacred Heart comprehensive school, Redcar, will meet on October 14 to hear arguments from the head why he should not be dismissed. Mr Berrie Trueman, head of the school since 1970, was suspended by the governors last week because he was alleged to have attended a governors' meeting.

But that was the technical reason. In reality there has been a history of division between myself and the governors over a period of five years. I intend to be at the next meeting.

The Roman Catholic school has been intermittently in the headlines for the past 10 years since the change over to comprehensive provoked a dispute over the appointment of the deputy head, Mr John Fullam. Only two months ago Mr Fullam was unsuccessful in a libel action against the NAS-UKT general secretary. Five years ago Mr Trueman was suspended by the governors for defying their order to allow eight teachers who had been on strike back into the school. He was reinstated after a campaign by parents.

Cash bogey hits golf coaching

by Stan Levenson

Schools golf has been driven into a bunker by inflation. Cash problems have forced the Golf Foundation, which is the main spring of the junior game, to freeze its coaching scheme.

No additional schools or youth groups will be admitted to the subsidised scheme for some time. They will be put on a stand-by list until extra funds are available.

Miss Lesley Atwood, director of the foundation, said that a new fund-raising campaign is being launched and she hoped that normal business could be resumed next summer. But for this term and next there will definitely be a standstill.

She explained that income from the trade, which is depressed and golf clubs is static but expenditure has risen on almost every item used in golf instruction.

About 400 of the country's 2,000 senior golf clubs contribute towards the foundation's work, which began in 1952. In the succeeding 28 years nearly half a million boys and girls have benefited from the coaching scheme.

Even with the moratorium there are as many as 20,000 school pupils, from 1,374 schools and youth groups, in the scheme.

Unless there is a dramatic change by the sponsors, next year's major competitions will go ahead, says Miss Atwood.

Girl falls foul of carring ban

A schoolgirl has been banned from carrying her school bag because she was carrying it in her hand. The girl, who is 14, was caught by a teacher while carrying her bag in her hand. The school's carring ban states that bags must be carried on the back.

Paulette Clatch, 14, of Harwood Avenue, Pontefract, West Yorkshire, was told she could either carry her bag in her hand or leave it in the classroom. She chose to carry it in her hand.

So now Paulette hands in her work for marking at the school each morning and takes her bag home. Paulette's parents hope to transfer her to another school in the district.

The school was formerly for boys only, and the ban was introduced when boys started wearing earrings. Headmaster Mr Bryn Hughes said: "This is an internal matter and I consider the matter closed."

University blueprint for austerity

by Biddy Passmore

A working party set up to look at the future of Southampton University in the light of the financial outlook has recommended that the university should look for a radical restructuring and a new teaching and academic with other institutions, polytechnics.

The working party, chaired by vice-chancellor Professor Robert Roberts, took a hard line. It told the University Governors earlier this year that it would be maintaining Southampton as a lively and distinguished university, even if that meant cutting the number of students from 6,250 to 4,000.

To improve the university's structure, currently heavy, the working party recommended more possibilities for employment and retraining, filling of some senior jobs by competition after appointment.

It also recommended restructuring of staff performance, the continued employment of staff who are no longer doing their best. They must be encouraged to take responsibility for the group, but they must be encouraged to take responsibility for the group, but they must be encouraged to take responsibility for the group.

The report gives a high priority to the university's financial position, with special emphasis on the number of in-service teachers.

Small departments, closely scrutinized, must ensure they are effective in teaching and research. The faculty, where morale is low, a reorganization of small units into three large departments is recommended, with the departments of Biology, Chemistry and Physics.

Small departments, closely scrutinized, must ensure they are effective in teaching and research. The faculty, where morale is low, a reorganization of small units into three large departments is recommended, with the departments of Biology, Chemistry and Physics.

Small departments, closely scrutinized, must ensure they are effective in teaching and research. The faculty, where morale is low, a reorganization of small units into three large departments is recommended, with the departments of Biology, Chemistry and Physics.

Small departments, closely scrutinized, must ensure they are effective in teaching and research. The faculty, where morale is low, a reorganization of small units into three large departments is recommended, with the departments of Biology, Chemistry and Physics.



Bad news for Prophets of Doom.

Maybe the future isn't quite as black as it's painted. We all know that there is an energy crisis. But what the prophets of doom tend to forget is that there is nothing like a crisis to stimulate our national inventiveness.

On Teesside, ICI have one of the biggest industrial power stations in Europe. It can generate enough energy to supply the city of Birmingham. If it were to run entirely on oil it would burn up £72 million worth every year.

But it no longer has to run entirely on oil. Spurred on by recurring energy shortages, our scientists started looking for alternatives. First they found ways of using waste liquids and gases produced by chemical plants on the site, as fuel - something which also reduces pollution.

Then they started using other liquid wastes which previously had been dumped. Now about a third of the station's energy can come from waste products. We even burn left overs from other companies in the district. Incredibly, this project has already saved over 3 million tons of oil - worth enough to build another power station.

ICI have one of the biggest industrial power stations in Europe. It can generate enough energy to supply the city of Birmingham. If it were to run entirely on oil it would burn up £72 million worth every year.

But it no longer has to run entirely on oil. Spurred on by recurring energy shortages, our scientists started looking for alternatives. First they found ways of using waste liquids and gases produced by chemical plants on the site, as fuel - something which also reduces pollution.

Then they started using other liquid wastes which previously had been dumped. Now about a third of the station's energy can come from waste products. We even burn left overs from other companies in the district. Incredibly, this project has already saved over 3 million tons of oil - worth enough to build another power station.

ICI have one of the biggest industrial power stations in Europe. It can generate enough energy to supply the city of Birmingham. If it were to run entirely on oil it would burn up £72 million worth every year.



The Pathfinders
Investing in Energy for Britain.

travelplus

FREEPOST 52 LIVERPOOL ROAD, WORTHING, SUSSEX BN1 1JF

SCHOOL AND GROUP TRAVEL TO EUROPE

Fill in this coupon for our 1990/91 brochure

NAME _____

SCHOOL _____

ADDRESS _____

TEL _____

COURSES

CIE

**CAMBRIDGE
INSTITUTE OF
EDUCATION**

ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Applications are invited from serving teachers with at least three years' teaching experience for this one-year full-time course in which students follow two main studies, or one main study and three supporting studies. Main studies available in 1981-82 include:

Psychology in relation to education	Child development and learning from 3 to 13 years
Philosophy of education	Curriculum studies
Sociology of education	Literacy
Education of children with learning difficulties in ordinary schools	Curriculum studies for teachers of children of 5 to 13 years
Educational psychology with reference to children with learning difficulties	Educational measurement and basic statistical methods in educational research
Children in need of special education	Contemporary thought and practice in the secondary school

Further particulars available from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

PUBLICATIONS

TEACHER-PARENT COMMUNICATION: One School and Its Practice by Rex Gibson comprises a selection of actual documents received by the parents of a comprehensive school committed to keeping parents informed about/involved with their children's education. The examples of practice will be of interest to all concerned with home and school relationships. Price: £1.50 (plus 50p p.p.).

CAMBRIDGE JOURNAL OF EDUCATION, editor David Bridges. The journal publishes (three times a year) lively, plainly written articles on matters of current educational concern. Occasional special issues feature particular topics, e.g. Volume 9, number 2/3, IN-SERVICE EDUCATION, guest editor Howard Bradley. Annual subscription £4.00, single issue £1.40, and special issues £2.80.

Apply to the Publications Officer, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

KEELE UNIVERSITY

DEPARTMENT OF EDUCATION

OFFERS A WIDE SELECTION OF MASTERS COURSES IN EDUCATION

MSc IN SCIENCE EDUCATION
MSc IN MATHEMATICS EDUCATION
MA IN SOCIAL SCIENCE EDUCATION
MEd IN CURRICULUM, ADMINISTRATION, ETC.
Each course may be taken full-time or part-time. The Department also offers excellent opportunities for research leading to MA and PhD by thesis (full-time and part-time).
Keele is adjacent to the M6 and easily reached from Stoke-on-Trent and Crewe stations.
Applications are now being considered for October 1981 entry. SSR or University Awards are available for appropriately qualified students.
For further details contact the Secretary for Advanced Courses, Keele University, Department of Education, Staffordshire, ST5 5BG.

Middlesex Polytechnic

Diploma in Primary Education (Language Development)

One year full-time

Apply now to start in September 1981. The course is based at the Polytechnic's Trent Park, Uxbridge, location in North London.

Course features include:
• Language theory and practice
• Workshops in drama, dance, music, drama, art and craft
• Visits to schools in the Greater London area, Yorkshire and Oxfordshire
• Examination in an assessed oral and written presentation of a dissertation
• Written work for the diploma and for the Certificate in Education (C.E.)
• Further details and application form write to: The Admissions Office, Trent Park, Middlesex Polytechnic, 174 Baker Road, London N15 8PN. Tel: 01-835 5555.

LETTERS

Self help was not enough

Sir—I read with great interest Ken Worpole's article on working-class adult education in South Wales between the wars (*The TES*, September 5). I was particularly struck by Mr Worpole's assertion that there were lessons to be drawn from the South Wales experience for today's areas of high unemployment and today's working-class. I fear, however, that if such lessons can be learnt then they cannot come from the romantic reminiscences of post-war autobiographies but from contemporary evidence. If this is done a rather different picture of the period emerges. Far from being a period in which class-conflict, strikes and heavy structural and cyclical unemployment created opportunities for working class adult education, the period was one in which more often the massive difficulties created by the industrial crises smothered the faint flickering of a working-class educational tradition which had glowed in the boom years 1915-21.

Take the National Council of Labour Colleges, the organisational standard bearer of the independent working-class educational tradition; locked in conflict with the WEA, in South Wales it also had to face hostility from those in the miners' union who felt that all workers' education should be run by the union, itself. It was usually dependent on funds from the unions and therefore its fortunes declined and stagnated in line with the economic health of the coalfield. Organisationally it simply could not cope with heavy unemployment—the unemployed were a burden not a source of recruits. In the mid-1930s, NCLC education collapsed completely in

the areas of heaviest unemployment. In the Rhondda, Aberdare and Rhymney valleys. There was a chronic shortage of suitable tutors made infinitely worse by the victimization of its activists by employers and by the curse of emigration to the better-off regions in England. Only when funds from the miners' union became available again in the late 1930s, combined with a surge of popular interest in foreign affairs, did the NCLC begin to make a real impact.

The history of the WEA in South Wales, in this period, lends even less support to Mr Worpole's picture. Coming close to collapse in the early 1920s, bailed out by the philanthropy of the coal-owning family of the Davids of Llandnam, the association's work only grew in the region as state finance for its short courses became available after 1924 and later, when funds channelled through the National Council of Social Service, subsidized its work in areas of heavy unemployment. Less well supported ventures, such as the Fellowship House summer school scheme for the unemployed in the Gower, usually collapsed from lack of funds despite the enthusiasm of its organizers.

The impact of the "self-managed" working men's institutes and welfare halls varied enormously from district to district. It has to be said that the fiction of a billiard room, attributed as much to the success of many of them as a strong self-education strain among their members. Unemployment could also lead to the decay of institute libraries as the well-known survey, carried out by Bailey and Thomas for the Carnegie Coalfield District fund, demonstrated in 1930. The fact is

that Mardy and Tredegar were exceptional institutions as Bevan and Idris Davies individuals.

Also, if Mr Worpole was to view the adult educational situation for the South Wales region during the inter-war years, he should mention the impact of the so-called "self-managed" working-class institutions. In the Rhondda, 1934, when there were no classes in the valley, the run Trecowry Settlement had unemployed clubs catering for men and 650 women. What lesson here? In addition, the frequent references to Harold Watkins very far overstate the educational impact of the Glamorgan County classes; they were hardly examples of working-class success and failure—it was, called *Unusual Studies*.

I feel, however, that the argument of Mr Worpole's article will give strength to the feeling that the working-class general and the unemployed particular can alleviate the educational deprivation by the self-recreation of the working class. Unfashionable as it sounds, the real lesson of Wales in the 1920s and 1930s enthusiasm and commitment not enough without hard good organization.

Dr RICHARD LEWIS,
Department of Humanities,
Middlesbrough Polytechnic,
Middlesbrough, Cleveland.

Fixed terms will divide

Sir—I write to express cautious approval of the front-page publicity and editorial comment which you gave to the subject of fixed-term contracts in *The TES* (September 12).

It is gratifying to discover that you share our concern as to the damaging educational effects of their widespread use, but our arguments go a bit further. The main danger we see is that their widespread use will divide the profession into two classes, with one class enjoying full contractual and legal rights and the other, whose only fault was to have passed through training college at a time of cuts in expenditure, denied these rights and regarded as employees to whom their *i.e.* feel a lower and temporary level of obligation.

Besides, the managerial advantage is illusory. The non-renewal of most fixed-term contracts is redundancy and teachers appointed on them for more than one term have to face the prospect of redundancy. In the matter of dismissal, redundancy, the same contractual rights as any other teacher. To appoint on fixed-term contracts is therefore no way of avoiding redundancy; rather it is in fact to declare their holders redundant at the same time as issuing their contracts.

My second qualification is because of the suggestion of double standards on the part of the NUT. I cannot, of course, speak for other parts of the country, but I am anxious to speak for my own county. I am, I am sure, our chief education officer would concur. There has been no test collection in Oxfordshire, indeed the NUT here has been at pains to make clear that the redundancy of its members would be opposed whatever the nature of their contracts.

We have passed, over my own county, with equal vigour when teachers have been threatened and we are now continuing to press our authority to restrict the use of fixed-term contracts to those circumstances where a teacher's prolonged absence or a colleague's prolonged absence is a genuine and necessary part of the school's life. I am, I am sure, our chief education officer would concur. There has been no test collection in Oxfordshire, indeed the NUT here has been at pains to make clear that the redundancy of its members would be opposed whatever the nature of their contracts.

Different roles of nurseries

Sir—Jenny Oldfield's article "Home or Away?" (September 12) on the controversial issue of day care for very young children uses the word "nursery" without making it clear that there is an important distinction between day nurseries and nursery schools and classes.

Local authority day nurseries are provided by social services departments to care for preschool children of all ages whose parents are unable to look after them during working hours and they do not have to employ trained teachers. Nursery schools and classes, on the other hand, are provided by local education authorities and aim to give children between the ages of three and five educational and social opportunities suited to their age in a setting designed to be the link between home and the "big school".

The staff are three-year teachers and trained nurses; the holidays are the same as in primary schools; the quarters of the place are the same as in primary schools; the future rests in their hands.

Dr RICHARD LEWIS,
Department of Humanities,
Middlesbrough Polytechnic,
Middlesbrough, Cleveland.

COURSES

SR I
Assessment Techniques in Secondary Schools
17-19, October, 1980

A three-day course
at Stoke Rochford Hall

Course Director: N. G. Harrison, I.C.E.
Secretary to the Southern Regional Examination Board

The course will include:
• Role of assessment in the curriculum process
• Assessment across the ability range
• School policy on assessment
• Workshops on a wide range of assessment techniques

Including:
• The simple treatment of raw marks
• Assessment of projects
• Oral and aural assessment
• Coursework assessment
• Open to all members of the teaching profession

Fees: £22.50 + V.A.T.
(Includes full board and accommodation, both lunch, Friday in lunch buffet)

Special rates for members of the National Union of Teachers.

For further details and application form write to:
Peter Robinson, Director, Stoke Rochford Hall, Stoke Rochford, Lincs.

Mr. G. Harrison, I.C.E.,
10, Great Eastern Road, London E1 3AT

LETTERS

Backward step for opportunity

Sir—I was astonished to read, in the *TES* (September 12) that the National Youth Bureau is drawing up proposals for the Youth Opportunity Programme to be planned and run by the local authorities. One of the beauties of the Manpower Services Commission schemes is their flexibility and ability to respond to local initiatives from any source. It is, I suppose, not really surprising that a bureaucratic organization should propose more bureaucracy but that is the last thing I should want to see. The National Youth Bureau often encourages participation by young people in the decision making process and make every effort to consult them. So far as I am aware

the Bureau has not even consulted people involved in the schemes, let alone the trainees, before making its proposals.
The YOP should move towards providing education and training for 16-18s is undoubtedly the correct move. But to hand control of such a programme back to the very people who have signally failed so many of these young people is a suggestion. The staff here are constantly amazed at how it is possible for people to spend 11 years in full-time education and still emerge ill-educated and with many of their most pressing needs not even identified, let alone responded to.
I have little doubt that the first thing local education authorities would do is to introduce a grading

(or, more accurately, degrading) system which is precisely the process which has created the attitude of apathy towards learning so common among school-leavers.
It would be wiser to allow the Manpower Services Commission to continue responding to local initiatives, from whatever source they come, but also to allow the commission to fund other training agencies, and schemes who wish to provide social and life skills training (and staff training) themselves at the same level as *i.e.* social and life skills courses are funded.
JOHN M. WRIGHT,
Scheme Coordinator,
Swindon Work Opportunity Programme,
33, Milton Road Swindon.

Make or break for the future

—Once more on the request for application forms merry-go-round, I am appalled when I read the "Hurb" on the curriculum structure of many schools.
In spite of the fact that this entry is in decline because of the engineering and design boom, there are still headmasters who see art and craft, design and technology as subjects to be dealt with by the option pattern.

It is not the scientists or the armed academics who will save a country—or the world for that—from declining living standards. We need people who can imagine and we need the greatest children thinking this

Experimental for too long

Sir—We were interested and saddened to read the letter by C. G. Loader (September 12) in which he draws attention to developments in the London Institute PGCE course and an experimental course for 16 students due to start at Newcastle Polytechnic in 1983.

It would seem that retrenchment and closure, which have affected teacher training institutions since the 1970s, have only served to reinforce traditional and conservative practices.
Nearly 10 years after the publication of the James report it is very disturbing to find that a school-based PGCE course will still be called experimental in 1983.

In the 1960s the Bede College, Durham, pioneered the notion of "Study Practice" which involved close school/college co-operation in the organization and planning. This was extensively reported by its principal, Gerald Collies.
In the 1960s and 70s Edith Cope and Ian Lewis, in the school of education at Bristol, reported on a series of studies showing how necessary it was to encourage close school/training institution links in the planning and organizing of all aspects of school experience in

initial training if that experience was to provide an effective learning milieu.
Sussex University, in its PGCE course, from the beginning in the 1960s embarked on a predominantly school-based pattern of training which has also been widely reported.
We have, ourselves, at York since 1975 been engaged in the training of mathematics graduates through a school-based programme which was planned in conjunction with teachers and designed to provide a development of classroom experience lasting the whole of the PGCE year.
When are all those engaged in initial teacher training going to wake up and realize the need for strong and effective co-operation between schools and institutions in the planning and implementation of pre-service courses? Only through such links can initial training provide students with worthwhile learning opportunities and provide experience which will minimize the gap which traditionally has existed between teacher training programmes and the realities of professional life.
IAN LEWIS,
GRAHAM NEWSON,
Lecturers in Education,
University of York.

Forget the theory—the game's the thing

—The article by Eric Midwinter, chairman of the Advisory Board for Education in the *TES* (September 5) on sporting activities in schools, cannot pass unremarked. His sweeping comments are the usual comments

of a man who has a genuine mistake (in refereeing) had less than a handful of "conscious" cricketers. Mr Midwinter is referring to professional sports, not to the amateur sports which are the lifeblood of the school. Let me answer him as a teacher. A team I coach, last afternoon, helped by an inexperienced referee, I don't blame him, would have dreamt of telling him of his mistakes, unless he asked me when I would try to help him. I don't think he was a professional, but he was a good player. I don't think he was a professional, but he was a good player. I don't think he was a professional, but he was a good player.

At the beginning of each school year I invite anyone who wants to play inter-school rugby, at under-14 level, to come to practice, and I guarantee them all a game, start and finish alike. If we have enough I arrange "B" XV fixtures. All of them may come on this five-day tour I organize each year. They go to the BSAA and play the boys' all-inclusive cost-£10. The boys know that dirty play will mean they are sent off, or called off if I am on the touchline. I expect them to work at the game to get worthwhile enjoyment out of it—and the "B" XV fixture list has grown to 15 fixtures last year. With no compulsion; they choose to take part in sport.

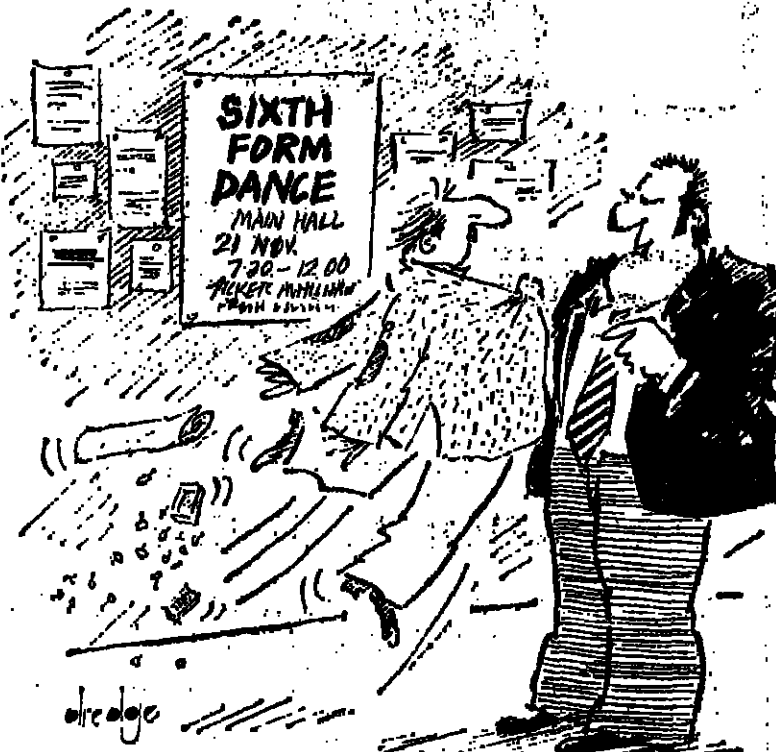
I agree with Mr Midwinter that the XV of the 1970s should not be identified by similar, and in most schools they are not, because the sports master does not want it; but once again teachers who put time in after hours to help children improve their skills in an activity (and I am sure that many of them could be any other activity), and to get to know the children more, are subjected to criticism by another adviser. Mr Midwinter would do well to read the article in the same issue of the *TES* on page six and apply it to himself. Only 1 per cent of the 136 teachers questioned found advisers useful.
I am a mathematician, not a PE specialist.
JOHN SKERMER,
450, Alletley Old Road,
Coventry.

Engineering has lost many to more lucrative careers

Mary Warrick, in her perceptive column, criticizes the fact that the careers of schoolchildren are being influenced by the same theme, and medicine have robbed the engineering profession of much of its potential. I am sure that the careers of schoolchildren are being influenced by the same theme, and medicine have robbed the engineering profession of much of its potential. I am sure that the careers of schoolchildren are being influenced by the same theme, and medicine have robbed the engineering profession of much of its potential.

Similar prejudices have turned the heads of many able girls towards "female" subjects such as

plurimacy and away from "dirty, male" subjects such as engineering. Perhaps we ought to concentrate more on "adult education".
JOHN OVERSBY,
19 Roseberry Drive,
Great Ayton,
Middlesbrough,
Cleveland.



"Bags 1 be bouncer monitor, sir!"

The two career family

Sir—The increasing importance of female participation in the labour force in recent years most notably with the rise in the numbers of married women in employment, has generated much research. Yet little attention has been given to what must surely be one of the most intractable issues resulting from this trend, the problem of locational conflict arising due to the pursuit of two careers in a household.

In particular, how do these households set about coordinating two careers, each involving training, the pursuit of jobs and periodic job moves? What is the effect on one partner's employment prospects after a geographical move necessitated by the employment of the other? How are employers responding to the mobility problems of working couples?
In an attempt to find some answers to questions like these, I am conducting some research into the determinants and consequences of geographical mobility for working women; especially those in "dual career" households. I should therefore be very interested to hear from any of your readers who have had experience of such problems. All replies will, of course, be treated as completely confidential.
JANINA BRZESKOWSKI,
Department of Geography,
University of Lancaster.

Applicant's right of refusal

Sir—Working in a school which each year submits some 200 UCCA applications, I can confirm the view of the redbrick professor, writing in *Education Guardian*, that the system favours the candidate rather than university. The difficulties and uncertainties facing university admissions tutors must be immense. It is also apparent that, in many disciplines, universities are competing for applicants. It is part of the UCCA bargain that the candidate may withdraw completely from the scheme at any stage and for any reason, even after the level requirements of the university whose offer has been accepted have been met. Thus withdrawal to seek Oxford or Cambridge admission in the following year, while it may cause irritation on the one side, should not be considered discourteous or reprehensible by the applicant, school or university concerned.
R. W. PAYNE,
Deputy Master,
Dulwich College,
London.

TEACHERS' BUILDING SOCIETY

CHIEF OFFICE: ALLENVIEW HOUSE HANHAM ROAD, WIMBORNE, DORSET BH11 1AG. Tel: 0202 837171

WATCH YOUR SAVINGS GROW with the HIGHER RATE SOCIETY!

Ordinary Investment Shares **15.71% gross = 11% net**
Monthly Contract Shares **17.14% gross = 12% net**
* To basic rate tax payers

Why not open an Account now?

Member of Building Societies Association
Authorised for investment by Trustees

Please send me further details of saving with the TBS.

Name

Nr./Mr./Miss

Address

Postcode

COURSES

UNIVERSITY OF DURHAM SCHOOL OF EDUCATION

The School of Education will be offering the following taught courses during the academic year 1981/82:—

Diploma in the Education of Young Children (One-year Full-time)

This course is designed to offer experienced practitioners the opportunity of preparing themselves for responsible posts concerned with educational provision for children between 3 and 9 years of age. A basic course in Child Psychology will be illustrated by studies within: Pre-School Play Group Movement; Nursery Schools and First Schools.

Diploma in Remedial Education (One-year Full-time)

These courses are designed for experienced serving teachers and lecturers in Colleges of Education. They are based on a common core of educational studies including an examination of current educational theory and its curriculum implications. In addition, there are separate and more specialised studies in any one of the following areas: Language Development; Reading and the Curriculum; Mathematics, Science and the Curriculum; Drama; Environmental and Social Studies. All students study the problems of compensatory education within the context of their general studies.

Master of Arts in Education (One-year Full-time and Two-year Part-time)

The course for the M.A. involves the theoretical study of three aspects of education and the degree is awarded on the basis of performance in a written examination. Options available are as follows: Comparative Education; Drama in Education; Educational Law and Administration; Further Education; Guidance and Counselling; History of Education; Philosophy of Education; Physical Education; Psychology of Education; Science and Mathematics in Education (full-time only); Sociology of Education; The Study of the Curriculum (part-time only).

Master of Arts in Education by advanced specialist course and dissertation (Two years Part-time)

The following advanced specialist courses are offered for the degree of M.A.: Drama in Education; The Education of Young Children; Primary Education; Religious and Moral Education; Remedial Education; Science and Mathematics in Education. The degree is awarded on the basis of a written examination, the presentation of a dissertation and an oral examination.

Primary School Mathematics Course (One-term Full-time)

This course is a one-term full-time in-service course for teachers. It is designed primarily for teachers in infant and junior schools who are prepared to investigate recent developments in mathematics, mathematics projects in schools and the assessment of performance in mathematics and to analyse some of the implications of these developments for teaching and learning mathematics, particularly in primary schools.

Further details may be obtained from the Secretary, School of Education, Leazes Road, Durham DH1 1TA.

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

ONE TERM CERTIFICATE COURSE IN OUTDOOR PURSUITS

28 April, 1981—3 July, 1981

This one-term course will be of interest to those who wish to work with young people in the outdoor situation. Open to all teachers, applications from other appropriately qualified persons will be considered.

The syllabus includes: Mountaineering, Skiing, Canoeing, Sailing and an Expedition.

The course will be based at Dunfermline College but much of the time will be spent at the College's Outdoor Centre, Kington, Inverclyde, and visiting locations throughout Scotland. Further brochures and application forms may be obtained from the Director of Education, Dunfermline College of Physical Education, Cranston Road North, Dunfermline EH4 6JD. Tel. No: 01336 6001.

Read for a Degree in your spare time

Wolsey Hall students known to have sat London University External Degree final exams last year passed And 5 of them gained First Class Honours out of only 10 awarded.

Wolsey Hall is the Oxford Home Study Centre whose qualified tutors give you individual attention. To find out more about the Wolsey Hall way to obtain a degree or other qualification write or simply telephone:

Wolsey Hall, Oxford

Wolsey Hall, Oxford

Wolsey Hall, Oxford

Science diary

John Maddox

Reversing the charges

After several weeks in the United States, returning to Britain is always like coming back to cloud cuckoo land. Our issues are different, our language is different, our culture is different and our technology is different. Paradoxically, in spite of our conviction that, somehow or other, technology could help to solve our social and economic problems, nothing much is done.

There is, for example, the case of Mr Gwynfor Evans, who will not now go on hunger strike in October because Mr William Whitelaw, the Home Secretary, has given in to the demands of Welsh-speakers and agreed that the whole of a television channel in Wales should be given over to Welsh-language programmes.

The line and out of the argument about the Welsh television channel are, of course, complicated. It is true that the Conservative party's promise to provide such a channel was explicit and apparently firm. At the same time, nobody knows how many of those who live in Wales will be happy that one-quarter of the television broadcasts to which they have access will now be in a language that the majority does not understand. And it remains to be seen what are the political consequences of Mr Gwynfor Evans's victory over the Government.

At the same time, however, it is plain that this row over Welsh television need and should never have happened. Elsewhere in the world, people are talking not of adding a fourth public television channel, but of whether people's needs would be met by 30 television channels. At present, even 40, for it is clear that, ten years or so from now, the most effective way of distributing television signals will be by means of direct, broadcasting satellites feeding local receiving stations which will redistribute the signal by a variety of means, cable but also by radio signals in the VHF and UHF bands.

If Mr Evans had embarked on his fast, and had then died, his martyrdom would have been entirely symbolic. And yet, it is, mercifully, we are spared this distressing spectacle, the question inevitably arises whether somebody else should embark on a fast to draw attention to how little is being done in Britain to provide the facilities being planned elsewhere.

Television is, of course, still regarded as something of a luxury and indeed there are more urgent problems to be tackled in Britain in the development of telecommunications of a more versatile character. Two weeks ago, the telecommunications part of the Post Office, now known as British Telecom, was showing off the state of the new electronic exchanges in its proposed new telecommunications network, known as System X.

Technically, the system is quite admirable—signals, even those representing the speech of people talking on the telephone, are transmitted in digital form, and the complicated task of switching signals to the circuits they are destined to travel on is carried out by means of modern computer techniques. Public pleasure at these developments will, however, be blunted by the knowledge that, by the next month or so, British Telecom is planning to put up its prices for again by a further 17 per cent. The explanation, widely accepted or at least unchallenged, is quite straightforward. The Post Office is, having to finance the new telecommunications network out of the charges it makes to present users because the Government has decided for economic reasons that the Post Office should not increase its external borrowing and if the problem is to be solved by the Government borrowing from the financial markets.

This, of course, is a bizarre consequence of the way in which the Government is setting about the solution of its country's economic problems. I do not have to point out from the Government's perspective that different from the objectives of previous governments, the control of inflation and the control of the

return to economic growth. That this should be done by regulating the interest rate at which the Bank of England lends to the commercial banks is not as offensive to me as it is to many other people. And nobody disputes that the more a government borrows to finance its own deficit, the longer will be the battle against inflation.

But if the Post Office were a private business, its plan to invest something like £1,500m a year for the foreseeable future in the improvement of the telecommunications network would be hailed on all sides as a sign of initiative and a proof that economic activity is not entirely dead. And if the Post Office were a private business, it would find it necessary to borrow the funds that it needs to finance development from the financial markets, not from its present customers and shareholders. The Government would applaud such a development.

But the Post Office is not a privately-owned industry but rather a nationalized industry. The Government, understandably, takes the view that if the Post Office borrows money in present circumstances, those who end will look to the Government as a guarantor of their loan, so that borrowing by the Post Office is indistinguishable from borrowing by the Government as a whole.

Several absurdities follow from this. First, the present users of the telecommunications network are expected to pay for the benefits that will accrue to later users which is both inequitable and inflationary. Second, the pace of investment in the new telecommunications network is decided not by economic prudence but by the rate at which the Post Office can extract extra funds from users of the present network.

This is likely only to exacerbate the growing sense that even System X is not as advanced as it might be. Elsewhere, but in the United States especially, the rebuilding of the telecommunications network is already under way—and already it is becoming clear that the benefits to users will be immense. Again, it looks as if, for reasons for which the Post Office itself cannot be blamed, the application of a new technology promises to be too little and too late.

The sad truth, however, is that more flexibility and imagination in Whitehall could help enormously to change this prospect. All the nationalized industries are at present constrained within tight cash limits on borrowing. Each of them is asking the present customers to pay

for benefits their successors enjoy. The case of British telecommunications, however, shows very clearly that the cash limits the Treasury has fixed are not inappropriate. And in reality should be possible for some device a way of escaping from the foolish convention that the Office is indistinguishable from the Government.

Naturally it is hard for those expecting telephone bills to pay by 17 per cent to pour out enthusiasm in defence of the result is that this further fact of a technology which will go unremarked. But from now, we shall all be planning, as we have done for decades, that British telephones will work more efficiently.

COURSE

OUTDOOR PURSUITS

In the LAKE DISTRICT NATIONAL PARK

Our Standard Courses are available for Junior, Middle and Senior School children during the Summer. All courses are planned to provide a wide range of activities and student accommodation is at Fallowfield Hall, Windermere.

Activities include: canoeing, sailing, swimming, expeditions, orienteering, plus many lectures, initiatives, exercises and games. Courses can also be arranged to suit the specific requirements of visiting schools. The Secretary is now booking for 1981.

The Lake District Outdoor Pursuits Centre, Fallowfield Hall, Windermere, LA23 3DX. Tel. Windermere (09822) 8464.

Please send further information to:

Name _____

School _____

Address _____

Postcode _____

Daytime Tel. _____

Evening Tel. _____

Other Tel. _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

Other _____

"It's a pity that the Cruise missiles aren't being sited here. We know what to do with an issue like that on our doorstep." David Selby was not entirely joking. He is head of humanities at Groby community college—a 14 to 18 mixed comprehensive near Leicester—and runs Groby's world studies course. Uniquely, this is a compulsory part of the curriculum, and is examined at CSE and O level.

The course seeks to establish the notion of "global interdependence" within the life of the school and the local community. That notion also trades under such titles as international understanding, world citizenship, global education, and development education.

Robin Richardson, former director of the World Studies Project and now Berkshire's multicultural education adviser, sees world studies as an umbrella phrase taking in a range of specialized areas—peace studies, European studies, environmental education, multicultural education. "It's a way of looking at things—not just studying other countries, but the interaction between countries," he says.

Much depends on what is taught and how, especially how far the need for change is taught. Radical advocates of the subject "urge that children should be brought to a critical awareness of the need for change at every level of society, local through to international."

The argument is: from now on we are all sinking or swimming together—whether we like it or not. Children have to be aware that their future depends increasingly on events and decisions that happen elsewhere more than in Britain. It's not just that nations must be seen as interdependent; problems must too. So-called Third World problems are ours—not in any philanthropic way, but in crude survival terms.

David Selby first cottoned on to the need for a new approach when he was teaching in Bire in the 1970s. He realized that "a truly global element is missing from the vast majority of English schools." When he moved to Groby in 1977, Selby had already put up the idea of a world studies course at his interview. It got a favourable response from the principal, Cyril Poster—himself a key figure in the development of community schools. A relevant fact, because Poster saw the two concepts would go well together.

First, though, Selby had to show world studies could stand on its own feet as an equal partner with traditionally mainstream subjects. Poster's encouragement was, sensibly, tempered with three conditions—general acceptance by teachers, students and parents; no new subject to be introduced unless it could be properly serviced from the school's own resources; world studies had to be integrated into the work of the existing teaching staff.

There were, too, administrative tasks. Put together, coherent and manageable programme of learning. Then ensure it was understood and accepted by all with a stake in the school—especially by an exam board. World studies had to be seen as "relevant"—a hard core, not a soft option.

Selby and his colleagues decided first what the course wasn't going to be. "When an effort is made to internationalize the curriculum, the approach is normally comparative. The central theme of the global age—the single world system—is ignored. Worst of all, the integrated humanities courses that have appeared in the last decade, which include such subjects as geography, history, civics, and social studies, are not really integrated. They are merely a collection of symptoms rather than the underlying causes."

The Groby course is based on the concept of the global village, in which development occurs without barriers and perceptions elsewhere. It is a course which is not just a collection of subjects, but a way of life. It is a course which is not just a collection of subjects, but a way of life. It is a course which is not just a collection of subjects, but a way of life.

The Groby course is based on the concept of the global village, in which development occurs without barriers and perceptions elsewhere. It is a course which is not just a collection of subjects, but a way of life. It is a course which is not just a collection of subjects, but a way of life. It is a course which is not just a collection of subjects, but a way of life.

The global school

'World studies eventually becomes a critique of the school itself.' Rick Rogers reports on moves to get a new and difficult subject accepted in the secondary curriculum



Illustration by Norman Pugh

What is the global village? (The global village is the village at risk (eg poverty, overpopulation, violence), pointers to a better world (eg arms control, international cooperation, conservation), how a student can contribute to the well-being of the village (from running a school-conscious home to local politics), and the forces in the village (sport, religion, etc.).

Setting up the CSE course was relatively straightforward. That began in 1978, with 200 four-year-old students. By 1980, world studies had become a compulsory part of the curriculum for 14 to 16-year-olds, with a level option by the following school year. For the O level course, Groby found the Joint Matriculation Board's integrated humanities syllabus would—with modifications—fit the bill.

This was looked into the CSE course, to make better use of school resources and to ease course transfer. JMB approved the scheme. But that was just the beginning. Next came the parents. Beforehand consultations revealed that parents liked the idea, but were worried about detail. Wasn't the course too wide?

But the course was in five sections: geography, history, civics, social studies, and world studies. The first three sections were compulsory, and the last two were optional. The course was designed to be a broad-based education, covering a wide range of subjects and issues.

a quarterly magazine, *World Studies Journal*. The next stage is to establish an A level course. Groby is negotiating with the Associated Examination Board for an A/O level in development studies. Inevitably, problems remain. Some are built in; issues fossilize through using workbooks, sheaves of notes, a too-fixed syllabus. Project work is being cut by three quarters—Groby believes it can be more responsive via techniques like simulation games.

A balance has to be struck between keeping the course agreeably flexible and honouring the commitment to a specific exam syllabus. An exam qualification provides respectability, but makes some students view world studies as just another CSE/GCE scalp. Many react daily to issues (the "on-no-not-population-again" syndrome).

A major problem—given the all-embracing nature of the concept—is the failure to get students and parents involved in local community projects. Selby talks of the need for "flashpoint" flexibility in the curriculum, so the school can pick up on crucial local issues. (Hence the joke about Cruise missiles.)

There is one striking exception. Last year's general election had two fourth-formers hounding all the major candidates about the global perspective. They were asked in desperation to call off their campaign—they declined.

Nationally, world studies has a long path to beat. Few teachers appreciate the concepts involved. David Wright, of Kewick Hall College of Education, documented a "vicious circle of neglect"—little professional interest, few good texts, insubstantial support from examination boards and Schools Council.

A recent survey by the Centre for World Development Education (CWDE) on how the media handle development issues concluded: "British broadcasting as a whole quietly avoids one of the most relevant issues in the world today: the reasons for wealth and poverty, their inter-relationship, their effect on the rich and the poor." Only 1.3 per cent of schools programmes deal with such issues.

One drawback is that the subject is introduced too late in a child's school career. By secondary school, attitudes are often too firmly and unacceptably set. Frequently, a do-goodery aspect lightly makes self-respecting young scud back off fast. Some work is under way to introduce the concept into primary schools in Derbyshire and Oxfordshire. So far, it is just a ripple.

Government policy does not help. Until 1977, official support for development education hardly existed. Small DES grants for the Council for Education in World Citizenship and the World Studies Project; a larger ODA one for CWDE. Then new ODA initiatives established the Development Education Fund and an Advisory Committee on Development Education. An original budget of £150,000 was upped to £2m for 1979-83. The DES backed the move in the Green Paper *Education for All*.

It did not last long. Last October the Government abolished fund and committees. Projects are left stranded, and the ODA is helping in the search for private sector funding. Ironically, the DES is funding a new body—the Standing Conference on Education for International Understanding. But impetus and big money have gone.

But the world studies caucus may be letting itself down. The subject is a difficult one, strong on political and educational differences, and often a source of debate and tensions between teachers and organizations. But they rarely work together.

Certainly there are fundamental and long-term disturbing implications for schools. World studies, seriously, Selby is well aware of this. "World studies in a school eventually becomes a critique of the school itself."

In effect, how far do you go? Neither he nor Poster know how far Groby can or should go.

Rick Rogers is education correspondent of the *New Statesman*. *World Studies Project*, 24 Palace Chambers, Bridge Street, London SW1A 2JT (01-930 7661). Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SL (01-730 8332). *World Studies Journal* is available from Groby Community College, Rathby Road, Groby, Leicestershire (0538 879821).

of
 surprise
 there
 work of
 Since
 addicts
 there
 y of
 that
 that-
 con-
 also
 Bell
 sprint
 few
 grim
 before
 bomb
 home
 Street,
 widows
 Some
 may
 water
 done

books

The readiness is all

Joan Tamburrini on Piaget

Piaget. By Margaret A. Boden.
Harcourt Press £8.50, 85527 728 9.
Harcourt £12.50, 00-635537 4.

The Development of Social Sensitivity. By Paul Light.
Cambridge University Press £7.95,
521 223725.

Early Cognitive Development.
Edited by John Oates.

Croom Helm in association with
Open University Press £9.95,
85664 814 0. 4.95, 85664 827 2.

Cognitive Development in the
School Years. Edited by Ann Plooy.
Croom Helm in association with
Open University Press £9.95,
85664 816 7. £3.95, 85664 829 9.

The dustjacket claims that Margaret Boden's book is an introductory study. This could be misleading. It is introductory only in its brevity, not in the sense that it is easy to read. This is not the fault of Dr Boden but rather a reflection of the complexity of her material: simple language may facilitate the understanding of complex concepts but it does not make the concepts themselves less complex.

Dr Boden has undertaken the difficult task of writing about the philosophical and biological aspects of Piaget's theory as well as his psychology, but she is right to do so. Piaget is principally an epistemologist who has investigated cognitive development in children because he believes that progress made in the rational and logical organisation of knowledge is paralleled by corresponding psychological processes (genetic epistemology). Moreover, his concept of how knowledge is developed owes as much to a structuralist position philosophically as it does to experimental evidence.

Boden's book is a clear exposition of these aspects of Piaget's theory, a grasp of which is necessary to an understanding of the significance of much recent work based on Piagetian theory. The days when research in this field was concerned with replications of Piagetian testing are past. We are now at the stage when results of research either extend the theory or seriously challenge some aspects of it. This is reflected in the two Open University volumes on cognitive development and in Paul Light's book on the development of social sensitivity.

One issue to which Piaget paid

sent attention and which Light has been concerned with is the role of social experience in cognitive development. Light used a variety of tasks to examine role-taking abilities of a group of four-year-old children—children to an age when, according to Piaget, their egocentrism makes them incapable of role-taking. Since there were significant intercorrelations among the tasks a composite score was derived which enabled him to relate differences among the children to various earlier and later conditions, the most significant of which were the quantity and quality of children's social experience, including differences in maternal style.

Because he was primarily an epistemologist, Piaget concerned himself with invariant aspects of cognitive development, not with individual differences. If, as Light's research suggests, social experience produces individual differences as to which features are biologically inherited and universal and which are socially transmitted and, thus, culturally variable. The first section of *Early Cognitive Development* is addressed to this question. Various cross-cultural studies are included and a table by Warren presents an excellent summary of the present state of knowledge in this area.

Some of the issues raised directly and indirectly in this first section are dealt with in later sections. For example, details concerning commonalities in development are covered in one section dealing with research on infant perception and in another dealing with studies of the development of the concept of object permanence, chiefly by Bower and his associates.

The question of the effects of social experience on cognitive development is pursued in a section consisting of two papers by the Newsmen, and by Shaffer on the infant's earliest social interactions with parents. Both articles stress the role of this early interaction in imposing meaning on the objects and phenomena they encounter, and claim that this is a necessary prelude to language and other aspects of cognitive development.

The issue of what aspects of cognitive development are biologically determined and what are influenced by experience including social experience is of great importance to education. The educational relevance of Piaget's work has sometimes been simplistically and, to his stages of development have been found useful as a basis for developing curricula that are likely to match children's levels of thinking and his tests have been perceived as useful diagnostic instruments, but with respect to the important question of

how teachers may facilitate the acquisition of concepts his theory has sometimes been incorrectly interpreted as a purely "maturationalist" one, implying that teachers can only wait for "readiness" to occur.

Cognitive Development in the School Years considers these issues. The relevance of Piagetian stages of development to the curriculum are explored in articles on moral development, mathematics, science, history, geography, and social studies, while an important paper by Sinclair, Inhelder and Boveri explores the question of how conceptual development may be facilitated.

Another major controversial issue that has arisen in recent years is concerned with how one should interpret the findings that situational factors may affect a child's performance on tasks of a Piagetian type. Light's study is one of many which find that under certain conditions young children's capabilities are greater than Piaget's tests might lead us to believe. By contrast, a number of studies show that in some contexts formal reasoning is not reached in early adolescence as in physical sciences. In some contexts it is acquired much later and with some logical problems requiring formal reasoning for their correct solution even highly intelligent adults fail. These findings have led some "psychologists" to query Piaget's concept of "stage" in general and of operatory structures in particular. A number of articles in this volume, particularly ones by Smedlund and by Lumsy, include discussions of this important issue.

Volumes of "readings" are disappointing when articles on disparate subjects are linked only thematically (and sometimes tenuously) rather than conceptually. This is the case with these two Open University volumes. The editors have selected and arranged the articles so that the reader is not only given an excellent overview of some of the most important current issues in cognitive development, but is also made aware of how some of these issues relate to each other. This volume makes the volumes well worth the price even though some of the articles can be found in other sources.

It is important that, in addition to an overview of the field, students acquire an awareness of how psychologists test their hypotheses or objectives. To do this they need to examine some research reports. *The Development of Social Sensitivity* is excellent in this respect. Light's comprehensive and up-to-date presentation of his case with suitable caution.



John Burningham's bespectacled hero, Steven, in *The Shopping Basket* (Cape £3.95) demonstrates how to deal with such unexpected hazards as an aggressive bear and a greedy monkey while visiting the corner shop. Deadpan humour, spicited drawings and a nice mixture of the ordinary and the fantastic show how calm intelligence can combat bullying. Another favourite illustration, Quentin Blake, has his charming, magical Patrick (£3.50) released by the same publisher. This time the mundane is transformed by extraordinary properties.

Children's literature

Crisis points

Priscilla Jenkins

Catherine Loves. By Timothy
Ireland.

Bodley Head £3.95, 370 30292 3.

The Stone Menagerie. By Anne
Fine.

Methuen £4.50, 416 86640 X.

Killing Mr Griffin. By Lois Duncan.

Hamish Hamilton £4.75, 241 10457 2.

What Difference Does It Make,
Danny? By Helen Young.

Andre Deutsch £3.25, 233 97248 X.

It is a grim business, being an adolescent these days. *Catherine Loves*, *The Stone Menagerie* and *Killing Mr Griffin* are all written for this age group and contain between them one lunatic, one psychopath, one arsonist, one broken home, two mental hospitals, three murders and one suicide attempt.

Most of these dismal events take place in dull modern housing estates on grey winter's days. Homes, in these books, are strong on consumer durables but weak on love and their high-minded adolescent heroes and heroines suffer a good bit as a result, especially at breakfast-time. A good many baked beans are pushed moodily around plates and innumerable pots of tea are allowed to grow cold, unheeded, while the high-minded adolescents struggle to comprehend their unpleasant parents and dreadful siblings.

Catherine Loves, a good example of this sort of thing, is a melancholy account of the break-up of a marriage. The heroine's mother, comes back after the birth of a baby, and then leaves again. This time for good, leaving the heroine to decide which parent she should live with. Written shortly after the author's A-levels, the book describes the reactions of each member of the family with a degree of sympathy and understanding not

Kidstuff

Clare Toynbee

Frank Muir on Children. By
Muir.
Heinemann £4.95.

The title of this book, listed in the Yorkshire television series, leads one to expect, with pleasure, an essay on children by Frank Muir in his usual unalloyed, often funny, broad-brush style. Unfortunately this is far from the case. The book is, in fact, a collection of quotations from diverse sources (from Yeats to Wilde, Lebowitz on the subject of children, loosely divided into chapters: Little Devils, Little Angels, School, Play, Work, and Parents).

The quotations themselves, for most part, are either so well chosen as not to bear further repetition, or in their original context, as in the case of Wilde, Dickens and Pinter, so tortuously introduced by the connecting commentary as to seem much scrapings of the barrel.

The commentary, presumably by Frank Muir and Simon Breen, is often so simplistic and obvious that it really seems unnecessary. The Play chapter, for instance, there are statements like "Playing is a very important activity". Some Muir play very happily on their own "Toys are not essential to play". The beauties of nature have been offered opportunities for play. Such clumsy means of linking quotation with another, are irritating. This, along with the vague, even slapdash, compilation of the book as a whole, implies that the interest of the authors was really in their subject.

Steps to the smell of life

Mark Featherstone-Witty

Collecting short stories for virtually anyone, let alone captive school children, has all the unobtrusive pleasure of legalised plagiarism.

Here's how the wheezy works. Step 1: Cattle together a few of the Big Boys—Maugham, Greene, Thomas, Hemingway, Bradbury, et al. (Hint: find those old anthologies half destroyed by last year's school fire). Step 2: Invent a suitably meaningful or falling theme, meaningless title (Consider: *The Lift of the Lift*). Step 3: Sprinkle the stories with soft focus or, failing that, out of focus, photographs (Hint: find little Simon's holiday snaps). Step 4: Tack on an appendix with a handy brief biography of each writer (Hint: Dylan Thomas was born in Swansea in 1914 and died at the early age of thirty nine in 1953, if you want to ring the changes). Step 5: Include some quotations from the writers (Hint: Have you ever heard of a poet? Write about it). Step 6: Interest a publisher (Hint: Work this one out for yourself, pal).

Almost none of the current batch of school anthologies take all these classic steps, but see how close they get. *The Story Teller* 2 selected by Graham Barrett and Michael Morpurgo (Ward Lock Educational £4.25) must come first since it is designed both for the classroom and the home. This is fully reflected in the choice of stories, which are all short and easy to read, and which have been expressly chosen for "children in the ten to 14 age range"—a faintly fabulous aspiration which you happen to be faced with a precocious ten year old or a dazed 14 year old.

The beauty of this collection is that Barrett and Morpurgo clearly know what will turn on the 10 to 12 year olds. When they cannot find the story they want, they have contacted seven ace writers (Cassidy, Hughes, Baldwin, amongst them) to create stories. Ten out of eleven for initiative and result. (*The Verger* by Maugham is included). *The Quickening Pulse*, Books 3 and 4 (Hodder and Stoughton £2.45

each) is destined for South Africa. No photographs, no follow up work aside from an injunction "to regard the story primarily as a vehicle of meaning with a bearing on life" (Hint: be firm with any foker giggling about car manuals). Any anthology which places Damon Runyon beside Thomas Hardy cannot be all bad, which is the best that can be said about this bunch. (*The Verger* by Maugham is included).

Apparently to gain full benefit from these collections, you need to buy the companion volumes of *Excellence in English* (Hint: rethink that career in publishing). Next, a series from Heinemann. There are five books, each, rather attractively, playing upon the notion of differing worlds: *My World for the First Years*, through to *The World Ahead for the Fifth Years*. (*My World*, you go. Out of This World, you go. Out of Other Places, Other Worlds by Facing Up to the World, in *The World Around Us*, on the way (all £1.25).

Many of the Big Boys are here in a grand total of 51 stories, but only 11 British find a place. Only two women—Lasswell and Mansfield—speak to the fifth years. (Can the fact that the editor Rhodri Jones is Head of a boys' high school have anything to do with this?) Given the potential of a major series from a major publisher, the brief truth is that this is an ordinary series for the grammar school type, younger which breaks no new ground. It is as if *Topicaliser*, *Over 21*, school writing competitions, and schools' broadcasting, have never preceded ten year old or a dazed 14 year old.

The use of photography is breathtakingly redundant: a story about fireworks gets its photograph of fireworks. Snap. The editor portentously introduces each book with the observation that understanding "the writer's life" gives shape to their ideas and experiences "and appreciation, and promptly remains largely silent on these matters, contenting himself with banal biographies and dreary exercises.

Arthurian derring-do

Gwynn and the Green Knight. By
R. P. Benson. Illustrated by Darrell
Sweet.

Collier Macmillan £3.95,
02 598000 9.

Gwynn and the Green Knight is generally accepted as the finest poem of Middle English alliteration verse. Its vigorous language and intricate structure proclaim it a great poem, but it is unfortunately much further from the modern reader than the contemporary *Canterbury Tales*. Chaucer's language became standard English and the anonymous Gawain poet's twelfth century dialect consequently, a century later, was seen as a large hurdle of attempts, of which this popular prose version is the latest. It is a success, Penson seems, like the writer of the book's blurb to see the tale mainly in terms of "derring-do", and the language of narration is appropriately effective. The poem is not serious about the apparatus of courtesy; the writer whom she is following was serious, but not solemn. The book is largely a straight translation, though there are some unfortunate places where Penson's descriptive insertions, unwillingness to alter or adapt to re-make the source, in such a prose version seems to me to be a mistake: the effects gained in alliterative verse by accumulation of detail can only be echoed in a prose version by a series of dashes, or by a scattering of archaic words and idioms. Nowhere does the harshness, the conclusion, the potency of the original show through.

Neil Philp

Practical poets

English Verse, 1830-1890. By
Gerard Richards.

Longman Annotated Anthologies of
English Verse, (Vol. 6) £8.50,
08 582 4838 3.

Gerard Richards' anthology is substantial and not merely a list of poems. It contains many poems, as the representative of each is varied and bold, though accurate in the case of the more difficult. It includes a selection of the best of the Victorian poets, a good selection of the best of the English poets, and a good selection of the best of the English poets.

fore poetry is inherently childish. The editor cites Ben Jonson's own essay, "The Repast of the Poet", in which he says that the poet is a child, and that the poet is a child. The editor also cites Ben Jonson's own essay, "The Repast of the Poet", in which he says that the poet is a child, and that the poet is a child. The editor also cites Ben Jonson's own essay, "The Repast of the Poet", in which he says that the poet is a child, and that the poet is a child.

fore poetry is inherently childish. The editor cites Ben Jonson's own essay, "The Repast of the Poet", in which he says that the poet is a child, and that the poet is a child. The editor also cites Ben Jonson's own essay, "The Repast of the Poet", in which he says that the poet is a child, and that the poet is a child. The editor also cites Ben Jonson's own essay, "The Repast of the Poet", in which he says that the poet is a child, and that the poet is a child.

Miss Jump and friends

Mary Jane Drummond on readers

Happy Families (six titles). By
Alan Ahlberg. Illustrated by Jo
Wright, Janet Ahlberg and Andre
Amstutz.
Kestrel £1.95, Puffin 60p each.

In some infant classrooms there is an uncomfortable gap between the books that the children read to the teacher and the books that the teacher reads to the children. In these classrooms, the books that the children read, often quaintly called "reading books", are usually from one or other of the well-established graded reading schemes; the books in the book corner, for the teacher to read, are likely to be much more attractive, better illustrated, with more exciting stories. However, there are a few publishers who have spotted this dichotomy, and have produced a series of books that serve both purposes. The *Happy Families* series is a most delightful example of this optimism.

There are so many good things to say about these six short books. First of all, the stories: they are set in the real world, where people laugh, cry, make friends, work, and get the sack, but the events rise above the rather dreary realism of some children's books that revolve around the supermarket and the laundrette. Miss Jump the Jockey wins the Gold Cup; Master Salt rescues his family from the sea in a storm; and Mrs Plug the Plumber uses her blow-lamp to chase away a robber. There are incidents that

are genuinely funny, and others that make a real moral point, without being preachy—the reconciliation of the two boxers in the dressing-room after the fight, for example. "I feel terrible," said Mr Bop. "I think bopping people is silly." "Biffing people is silly too," said Mr Biff.

Another important aspect of these stories is the deliberate use of a non-sexist approach to the male and female roles in the family. Miss, Mr and Mrs Salt take it in turns to get the meals ready; Mr Plug is the plumber's mate; and Mr Cosmo the Conjuror does the shopping while Mrs Cosmo makes a cake (in her husband's top-hat). One result of all these good qualities is that the books can act as a very valuable stimulus to children's imaginative play.

As if all this weren't enough, there is here no patronising over-simplification, and then a long unusual word is needed. It is used in such a way that the context tells every aspect to the reader. There is plenty of repetition of words and phrases that might give difficulty. The print is clear and well-spaced. The illustrations are of a high standard from lower-case "i", and "g" in their most familiar infant script form.

The illustrations, all in glorious colour, are by three different artists, and are all lovely to look at. They are full of incident, as well as detail, that gives properly support to the text, give valuable contextual clues, and offer plenty to talk about as well.

In short, I can't imagine an infant classroom that won't be a happier place for the arrival of these six families.

Take the lid off Literature...

Set books explained... literary and historical background... summaries and textual glossaries... critical commentaries... study hints... revision checklists... further reading...

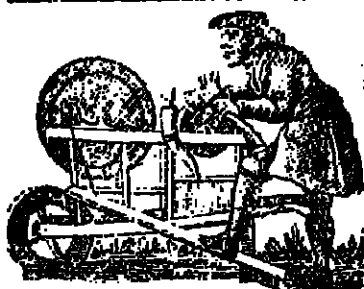
...York Notes



Ask for a full list of titles and an inspection copy and see why York Notes are essential study guides to English Literature.

Longman York Press

talkback



Axegrinder

Rough cuts

Why anthropologists travel all the way to Borneo to discover complex ritual behaviour I do not know. I suspect a romantic quest for the exotic—a kind of cultural voyeurism.

After all, as far as I'm concerned, taking for a drink in Sibumun has got nothing on getting a cup of coffee in a school. As a frequent visitor I claim expert knowledge. My fieldwork notes are a storehouse of complexity and variety.

In infant schools the coffee ritual is strongly classified and framed. Each teacher has her pretty Habitat mug, her own coffee, spoon and sugar, each item neatly classified on a shelf (spoons and coffee above, mugs on hooks below).

The hooks are clearly labelled in infant school script. "Linda", "Jackie", "Cathy", etc. One stands apart, "Mrs Davies" (a puzzle for the visitor—is this the Headmistress or the Cleaning Lady?). The highly polished kerse is the only communal artifact.

My presence in the staffroom clearly throws the whole system. I recall those articles about anthropologists getting embroiled in the politics of witchcraft, native medicine or land tenure, trapped in the impossibility of observing without participating, and between native and western cultures.

Police, but embarrassed smiles, signed a breakdown in the framing procedures, for the problem of which cup to give the visitor, requires an unacknowledged discretion. "Is this in today? Oh yes, she is, isn't she?" "Ah, the Wolff lady, isn't it?" "Is she?"

So you are found a mug (and you know who Mrs Davies is). But a slight tension remains, and as you sit and chat, you notice definite glances at your progress down the cup. As you finish, the mug is politely taken from you.

network

The University of London Institute of Education has produced a pamphlet, "Fifteen. The school of a discussion", which is a selection of articles by members of the Institute's staff and the authors of the present book on secondary schools and their effect on children. The contributors, among them, are Brian Little, Tony Brown, David Goldstein, and Michael Young. Look critically at the content, methods and reception of the book. The aim is to "challenge what the Rutter study did not establish, and to stimulate discussion about the problems involved in evaluating secondary schools". In a final section, the book's authors comment on some of the questions raised. Copies price 50p (including postage) available from the Information Room at the Institute, 26 Bedford Way, London WC1H 0AL, telephone 01-636 1500, extension 559.

On Saturday, October 4, the Professional Forum in Secondary Education (PRISE) is holding its annual general meeting at the London School, Lupat Street, London, SW1.

hurriedly washed and returned to its hook.

On the stroke of 11, the violin lady walks in. The tension is over. Each teacher returns her washed utensils to their appointed place. Then she returns to her integrated day and collaborative learning.

By contrast, I suppose I could cite my favourite coffee place, the English department of our local comprehensive. Here there is absolutely no tension for the outsider, providing they have a strong stomach. Regretful and communalism form the symbolic order, giving the concept of "mucking in together" a literal twist.

Classification and framing are so weak they are positively limp. The central focus is an enormous economy packet of instant—the sort you are supposed to rush home and refill your previously purchased glass jar. But such levels of organization are irrelevant here. The packet stands alone in the middle of the marking table.

Battered mugs are scattered around the table, harbouring prescriptive decay. Unsteadily, describing the radii of a circle are mugs of coffee, made by the central focus, the economy packet, which control the space from packet to mug. The sugar lies in a crumpled packet, part of its contents cooling a damp, sticky lava over the adjacent Mousfield and Ridout.

Anthropologists may note the symbolic triumph of Anarchy over Culture.

Teachers come in, still flushed from the rigours of industrial ballets with 3F, still talking animatedly while selecting the latest offer from the range of mugs. Each finally pronounces, "It's on his hanky and gives for the coffee."

The shrieking kettle is an electric menace. When it (finally) boils, it has an aquatic fit over a pile of exercise books and publications from the staffroom.

When I go out to the staffroom, I really feel like a return to the thirties. It's not just architectural, the semi-D's and the tube stations proclaiming *urban in ruins*. It's the people too.

The Headmistress in-yes, he has a pipe, and a trolley in his room, no doubt. Tea is served by a uniformed lady, complete with Lyons Corner House style headgear, in sensible (as in "sensible shoes") white aprons with saucers. There are also plates of warm rock cakes on a tray from the kitchen.

I recently took my six-year-old son to have tea with his grand mother. He asked in a loud voice, "Mum, why do you have a pipe?" "Mum, why do you have a pipe?" "Mum, why do you have a pipe?"

The myth of change

Fred Sedgwick

Our man on the Elephant omnibus with a copy of the *Daily Telegraph* and a pained expression has a very clear view of the way the world went in the sixties. It went downhill towards an abyss of sexual and educational permissiveness.

The roots of this pernicious plant Permissiveness were to be found in the schools. Children learned little but how to swear, smoke pot and make love. The only sympathy teachers were at all proud of was towards the deprived and the stupid. A misplaced and all-pervading egalitarianism led to the bright child being at best ignored, and at worst put down by the jealous, dim progressives who staffed the schools.

But those of us who finished our teacher training in the sixties walked into primary schools that were much the same as the schools in which we had been taught 15 years earlier, in the supposedly morally confident, pre-permissive fifties. We were coming home.

A typical classroom in 1970 still encouraged competition with house points, and lists of children who had publicly testified to their rote ability with the arithmetical tables.

The teaching of the first few stanzas of *Greg's Book*, plus the odd gem from *The Book of a Thousand Poems*, its model for the school contained Mr or Miss Teacher-With-All-Knowledge yelling fragments of that knowledge down a speaking

tube, and Master or Miss Tabular-Rasa scribbling the bits he or she caught like mud on the slate. Streaming was still the accepted method of ensuring that the maximum amount of knowledge went home.

This impression is backed up by a recent report from the Observational Research and Classroom Learning Evaluation project, which agrees with the HMI's report on primary schools: there is a heavy emphasis on the "basic skills". The HMI went so far as to say that the emphasis was too heavy, and that what was needed was a "broader" curriculum.

What deceives those who look back on the sixties through these distorting spectacles is that the rote-learning pill was often sugar-coated. Things were nicer for children. Teachers were friendlier. Maths textbooks had characters like Sammy Subtraction in them, to soften the blow of a page of computation that could otherwise have come straight out of a B & A Arithmetic book.

English courses appeared with photographs; occasionally modish, funny ones of rock concerts. But the questions at the foot of the page were the same ones as before. The bedrock of primary English teaching in the sixties was the same as it had been in the previous three or four decades: it was grammatical form, not expression. Or even communication, come to that.

There were, admittedly, two exceptions to this rule. One was the politically motivated school, few and far between outside the big cities, but found useful by a media eager to match itself to the teacher-bashing mood of the seventies, when the climate changed. For a while, you'd have thought every primary school in the land was a potential William Tyndale.

The other exception was the

kind of school, usually located in the inner city, which genuinely was influenced by the spirit of Plowden. These schools, also prey to children's work was displayed, mental love; parents were welcomed into the classrooms; and head no longer allowed himself to be an autocrat.

The teachers had read a lot of books—*Alco*, *Excitement of Writing* (Chapman Windus), and lamentably in print for example, and *John's Penguin, Language and Learning*. These schools are undoubtedly undisciplined, and no one is done them when they are labelled "progressive".

Why did this myth of the massive decade take such a hold in society's mind in the seventies? It was working in 1968 in a school, of the 12 class teachers, one was working in what was called a post-Plowden manner, but it was not ideologically tested, but they taught as if Plowden Report had never been published. The only real "progressives" were the administrative staff, the school's "journalists"; and those who took much notice of them. And, of course, the first group tended to estimate the numbers in the school.

The realities of classroom change much. Plowden teaching failed—like, like, like, it hasn't been tried.

It is hardly fair that it should consistently be the ones who take the blows, when politicians want to deflect attention from economic shambles, and when ministers want to deflect attention from the fact that they can't do the basics" cliché as an excuse.

Fred Sedgwick is head of the Gate School, Berkhamsted, Herts.

Ten days' sharing

Martin Coles

Oxfordshire and Wiltshire Education Authorities, together with Westminster College, Oxford, recently hosted a residential summer "inservice" in Oxford for 20 teachers.

This group included people from a variety of subject specialisms and age levels. The idea was to allow enthusiastic teachers who were committed to improving their classroom practice to put that commitment into practice, and to discuss each other's methods, share teaching experiences, and learn from one another during an intensive 10 days.

The Institute involved presentations by its own participants of work with their own pupils, which was effective, demonstrated by teaching the group as if it were a school class. Speakers who were school-

teachers in some aspect of learning research or innovation were invited.

We heard Jimmy Britton of Goldsmiths' College talk about language and learning; Andrew Wilkinson came to tell us about the University of Crediton Project; Trevor Dickinson, who is working to recognize the importance of reading all the way through secondary level; and Mary Healy, a staff member of California's Bay Area Writing Project (see TES, July 11).

These four new strategies for the teaching of writing were being successfully practised in America. Taking on the role of a school pupil during the presentations proved to be an enlightening exercise. During one lesson the "class" was split into groups. Each was given a collection of materials: plasticine, knife, fork and tin tray, and asked to produce an alarm clock to go off in 35 minutes. Each group's conversation was taped, recorded and a transcript produced.

Subsequent discussion ranged over a variety of problems: the importance of talk-learning (often ignored in the classroom? How and why did each group's

strategies for solving the problem differ? How to make best use of the large number of scientific principles involved in this simple task?

What advantages or disadvantages did this lesson have when compared to a chalk and talk session? How might this be improved?

The 10 days progressed in an inspiring atmosphere of co-operation and understanding. From the widely read *Form*, the new academic year has always been a time of irrepressible hope, whether because of an ancestral link with approaching Jewish New Year, or because of memories of the luck of excitement of going back to school, as pupils or as teachers. I do not know. But now the White Paper on Special Needs at last published, the optimism and excitement justified. There is nothing left to be done, except legislation itself.

As I hope already determined, I am a bit of a pessimist about the White Paper. We have not to have hoped for very long. We have not to have hoped for very long. We have not to have hoped for very long. We have not to have hoped for very long.

Martin Coles teaches at St Andrew's School, Chiswick, Middlesex.

Back to lesson plans?

David Wright

We teachers are snowed under with more and more articles, journals, books about teaching, and in-service courses. Almost all of them have one element in common: they tell us that we have to teach with lesson plans. That really is a bit odd, isn't it?

We know such lesson plans exist—all of us have taught some, and we would not be teaching if we had not. We know that other teachers have taught such lessons, too. But there is no way that we can find out about them. The teachers' handbooks that used to contain lesson plans are now out of print, and the lessons in them seem so out of date.

The "lesson plan" has often been regarded as obsolete or irrelevant. They were seen as irrelevant to the dawn of the "open" era of resource-based and individualized learning, the pupil-centred curriculum, and the teacher as a mere facilitator.

certainly most pupils, continuing to teach as a class, and the explanation and discussion that went with it. But now we have a new kind of lesson plan, one that is not a plan at all, but a guide. It is a guide to the teacher's own thinking, and it is a guide to the teacher's own actions. It is a guide to the teacher's own learning.

As well as a useful teaching tool, the lesson plan is a useful tool for the teacher's own learning. It is a tool for the teacher to use to reflect on his or her own teaching, and to improve it. It is a tool for the teacher to use to share his or her own teaching with other teachers.

David Wright teaches at the Newick Hall College of Education, Norwich.

Special and remedial education



Inside:

Warnock in context	28
Book reviews	28
Open University course	29
'Recording' system	29
Book reviews	30
The Family Fund	30
Remedial education	31
Diabetes	31
Mentally handicapped	32
Iowa bans special education	32
Practical considerations	33
Personal experience	33
Book and film reviews	34

A flexible framework

Mary Warnock on the White Paper on Special Needs

The publication of this Extra could not be better timed. As they do at the beginning of the new academic year, they will widely read. For me, the new academic year has always been a time of irrepressible hope, whether because of an ancestral link with approaching Jewish New Year, or because of memories of the luck of excitement of going back to school, as pupils or as teachers. I do not know. But now the White Paper on Special Needs at last published, the optimism and excitement justified. There is nothing left to be done, except legislation itself.

As I hope already determined, I am a bit of a pessimist about the White Paper. We have not to have hoped for very long. We have not to have hoped for very long. We have not to have hoped for very long. We have not to have hoped for very long.

Mary Warnock is a member of the Committee of Enquiry into the State of Special Education.

It is that will help the child down the educational path before him. Secondly, within the new flexible educational framework, the difference between remedial education and special education has virtually been eliminated. "Remedial" children have always in principle been regarded as "ordinary" children with particular difficulties. "Handicapped" children, on the other hand, were thought of as a different kind, simply because they were the recipients of a different kind of education — "special" education.

Now, although obviously some children will still be educated in special schools, where these can provide a particular difficulty (or indeed, in the way of inclusive and appropriate teaching, it will gradually come to be accepted that ordinary schools must expect to cater for very many more special needs, and that the whole concept of children with particular difficulties (or indeed, peculiar talents) must be a natural part of the comprehensive ideal.

The aim of special schools and ordinary schools will thus be to come much closer together. Both kinds of school must aim to ensure that no child leaves who has not learned as much as he possibly can that will make his life pleasurable, useful and independent.

The gap between special teachers and ordinary teachers should gradually be closed. This is why the abolition of the statutory categories of handicap is so important. It has always been a matter of difficulty to decide whether a child was BSN(M) or just slow, whether he was maladjusted or just difficult. Now there will be less need to make these difficult decisions. Provision can be made for him, his need assessed and met, whether or not some particular title is appropriate.

The White Paper has insisted on the role of parents in the education of their children. We have to think not only about next week, or even next year, but about the developments that will transform special education in the next twenty or twenty-five years. At least we can be confident that we are facing the right way.

But the new legislation, combined with the new spirit abroad in the educational world, can go a long way towards compensating for lack of money. In any case, it is useless to sit about with folded hands, waiting for an economic miracle. We have to think not only about next week, or even next year, but about the developments that will transform special education in the next twenty or twenty-five years. At least we can be confident that we are facing the right way.

The White Paper has insisted on the role of parents in the education of their children. We have to think not only about next week, or even next year, but about the developments that will transform special education in the next twenty or twenty-five years. At least we can be confident that we are facing the right way.

The White Paper has insisted on the role of parents in the education of their children. We have to think not only about next week, or even next year, but about the developments that will transform special education in the next twenty or twenty-five years. At least we can be confident that we are facing the right way.

The White Paper has insisted on the role of parents in the education of their children. We have to think not only about next week, or even next year, but about the developments that will transform special education in the next twenty or twenty-five years. At least we can be confident that we are facing the right way.

Remedial Maths and English from Harrap

THE REPORTERS SERIES

An exciting new series of remedial readers based upon people, places, sports and events that have been in the news. Suitable for a reading age of between 8 and 10.

Air Disasters
The British Army
Living Dangerously
Natural Disasters
Police — 999
Railway Accidents

Skateboarding
Top Fishing
Top Soccer
This U.F.O. Story
Wild Life in Danger
Working with Animals

Future Titles
1980
Car Mad!
The Olympic Games

1981
Hospital Emergency
Police
Strange but True (March)
Top Speed (March)

Each book: £0.80

MATHS TAKES OFF

Geoffrey Wroe

Basic grounding in number, arithmetic, and geometry and measurement for less able 10-14 year olds.
9 levels for each subject area, each level containing 10-14 year olds.
Level 1: 10-14 year olds
Level 2: 14-16 year olds
Level 3: 16-18 year olds
Level 4: 18-20 year olds
Level 5: 20-22 year olds
Level 6: 22-24 year olds
Level 7: 24-26 year olds
Level 8: 26-28 year olds
Level 9: 28-30 year olds

The Teacher's Book contains:

• Introductory notes.
• Easily duplicated placement tests.
• Specific objectives and page-by-page notes for each individual booklet.
• A vocabulary of words used, and a language list containing mathematical statements, phrases and sentences used.

Maths Takes Off can be used by any maths or remedial teacher and requires no specialist skills.

Inspection Copies

Reference Packs (each containing a single copy of each title for a particular level).

Level 1	(12 booklets)	245 55695.0
Level 2	(14 booklets)	245 55696.9
Level 3	(13 booklets)	245 55697.7
Teacher's Book		245 55671.7

Please write to our Education Department for inspection copies and/or leaflets.

HARRAP BOOKS
182 High Holborn, London WC1V 7AX

extra Product of determination and solid reality

Stanley Segal on lessons from the past

It is now accepted that special educational provision for the rest of this century will bear the imprint of Warnock. But the quality of "Warnock" these next twenty years will itself be affected in the degree that we fail to learn certain lessons from the past twenty years.

"Warnock" did not just happen. An inquiry was urged in the 1960s—the decade of great reports. It was resisted. Ill-equipped teachers of "children with learning difficulties" in ordinary schools, might have been pardoned, had they tramped with their pupils. The nation would have had no case for recompense if such teachers had bowed their heads in helplessness, turned more determinedly to the sick or drawn more satisfaction in "picking winners" than in offering education for each according to age, aptitude and ability.

Stigmatized special school teachers of the early 1950s, could with justice have towered inside the protective towers of their aging schools. But they faced the need to arouse the community; and it took persistent years to sort a sufficient body of influential opinion. The 225 recommendations which followed were not arrived at overnight. They were determined by solid realities, not conjured out of the air.

And although, in discussing Warnock, we reveal the values we accept and the priorities we set, it is the kind of community we are, no one expected an overnight rush by newly enlightened ministers or peevish authorities to implement the recommendations. The "hidden curriculum" is not confined to schools; it exists in every community within every nation. Social attitudes, not solely the impact of economic constraints, are in dispute. The Warnock generations of teachers about to emerge from colleges will be conscious that one in five pupils have special educational needs. They will no doubt newly

discover problems long known—but in a new context and a new perspective. Many will experiment with new forms of organization as well as with micro-electronics.

All will require encouragement. They must have colleagues to turn to for colleagues who are visible, welcoming, and an example of positive attitudes as well as a backup force. They must be encouraged into the hospitals and special schools in order to see for themselves that even the most severely handicapped child can be helped. They must also be reminded of the wider context which made Warnock possible: the context within which Warnock operates and which is influenced by them. That context is not static.

Even socially desirable strands can bring unforeseen problems. The humane "international tide" which bore such labels as "normalization", "integration" and "mainstreaming", and which took us some distance in the 1970s, is today creating some havoc in the United States.

The passage of Public Law 94-142 (which mandated equal education for the handicapped) led to so much litigation that we hear of compassionate, experienced administrators who prefer to take early retirement, and of scarce specialists who spend more time in the courts than in the schools. While this will no doubt prove a temporary phenomenon, we must record the tears of a backlash against special provision, expressed by Professor Hugh McBride of the University of the Pacific.

Even when times were better there was a need for "positive discrimination". Mothers, with similar incomes, may spend their money in very different ways, one providing a suburban house, another a family and another heaping up problems for the future. Local authorities with similar incomes may advance different sets of priorities. Governments allocate the money they collect for the things they believe in.

In the same way that MPs are



not the sole influence upon government, so teachers are not the only influence upon education. In the 1950s a handful of talented researchers demonstrated to the world that "mental handicap" was an exciting area in which to work. They motivated others, applying their initiative. Together with the expanding parents' organizations and professional groups from different disciplines they created "the changing outlook" for the mentally handicapped.

No one has yet calculated the increase in resources produced by the creativity or the waste of human and other resources which resulted from pessimism.

No one marvels at what happened at the beginning of the 1960s—just a few years after a pioneering mother published an article on "the autistic child" in a new, struggling journal, and just after a pioneering psychologist found, in that same journal, a means of communicating his findings to teachers. We had in 1960 the first ever international conference on the education of the backward child, and the first ever international con-

ference on the scientific study of mental deficiency. There was a Nuffield Inquiry into the availability and suitability of books for backward pupils, and there was the basis for the broad organization which is today known as the National Children's Bureau.

Teachers who advanced the concept, in the 1950s, that "no child is uneducable" did not succumb to the panic reaction that no politician was educable, or that "economic constraints" determined human values. The 1970s opened with an Education Act which helped isolate the "rejection syndrome", and subtly transformed the attitudes which once found it natural for age-way traffic to proceed from ordinary to special school and from special school to exclusion from the school system.

The 1980s are how with us, 1981 had already been identified as the Year of the Disabled Person. Like collective self-help groups we can now ask what we shall be doing in 1981 that we would not otherwise have done. That question can be put squarely to ourselves, to Gov-

ernment, to administration, to parents and to the wider public.

The National Council for Special Education and the National Association for Remedial Education have appropriately given a lead by discussing together ways of doing their joint research. The National Council for Special Education has also announced the holding of an international conference on special education in 1985—plainly anticipating a log with very different values than those portrayed in "1981".

By readily seeking and using all relevant expertise by using the expanding parent and professional movements, and by demonstrating recognition of rights as well as the needs of capped individuals, we can simultaneously improve the quality of society and the lives of the capped. The basic issue is one of economics but of human values.

Stanley Segal is Principal, Ravenswood Village and Special Education.

Gathering the strands

Will Swann describes a
new Open University
course on special education

If someone wanted one source from which to get a picture of special education in Britain today, they could be hard pressed to find it. It is an area with ill-defined boundaries, fragmented into many specialisms. *Special Needs in Education* (E 211), the Open University's first course in special education, will be one source to which we hope people will go.

Scheduled to appear in 1982, it is a half credit course and will be available to both undergraduate students and as a course in its own right. It is directed not only at students in special and ordinary schools, but also at administrators and professionals who are involved with children with special needs.

The course aims first of all to develop a critical understanding of special education at the moment and of what extent it meets the needs of the children it is intended to serve. Secondly, we will consider the circumstances under which those needs could be more fully met: what are the alternatives to current practice and where in the system should innovation occur?

Clearly the major debate on this point surrounds integration into ordinary schools, and we have as our third aim to examine the conditions under which integration can be a successful alternative to special schooling. This means examining the relationship between the special and normal education, our fourth aim.

How far is special education the product of an ordinary system ill-equipped to cater for the needs and interests of all children? How closely interwoven are the two systems, and how do changes in one affect the other?

The course introduces students to the wide range of special needs and the equally wide range of provision for special needs: we shall be concerned with the two per cent of the school population currently identified as having special needs, the much larger group of children who have major difficulties coping at school, variously estimated as between 15 per cent and 20 per cent of all children, and the even greater numbers of children who are failing at school.

The difficulties these groups encounter are closely related. We look at the role and experiences of families with a handicapped child, the curriculum and curriculum of special education, further education for handicapped young people, the role of professionals and the organization of special education. Setting these in a broader context, we examine the history of our current policy and its underlying philosophy and we compare it with special education in other countries. In the latter part of the course we look at the implications of biological, psychological, discoveries for special needs, and at the implications of social science for the prevention of handicap, the role of research in special education, and the difficulties of innovation in a complex system.

Accompanying the course will be a specially published readers' guide, a collection of papers, specially commissioned, on key issues in special education, the other half of a compilation of specially prepared case studies of handicapped children, their parents, teachers, and the professionals they encounter. The introductory and the case studies are of a high quality, and the collection is a most valuable resource for applying the methods to the children without professional vision makes one of the main points however in the introduction. This is the book's strength.

Will Swann is Chairman, Educational Studies, Open University.

On or off the record?

Peter Large on the 'recording' system

The White Paper, *Special Needs in Education*, is unlikely to bring about any improvement in the educational opportunities offered to handicapped children. This is a great pity, because the Committee of Inquiry into the Education of Handicapped Children and Youngsters was set up six years ago precisely because many people were dissatisfied with those opportunities.

It is an even greater pity because although the White Paper acknowledges a shift in attitude, with more people believing that handicapped and non-handicapped children should be educated together, it presents no clear call to end segregation, no guidelines on achieving this, and no encouragement even to plan for its eventual end.

With its emphasis on lack of resources and need to work within existing financial limits, and with the lukewarm references to handicapped children being educated in ordinary schools, the White Paper brings little comfort to those who want the best for their handicapped children to enjoy the same educational opportunities.

In the past, children and parents laboured merely under the threat of expulsion. In future there will be the threat of a child being "recorded". This label will probably be more damaging than any devised to date and it will not make others superfluous. In future, a non-recorded child with special educational needs will normally be educated in an ordinary school without much fuss. For a recorded child, however, this will only be possible if deemed "reasonable and practicable" by the same L.E.A. that has the child recorded.

Getting a child recorded will also make it easier for a segregationist local education authority to plead that the arrangements for a child to go to an ordinary school would not be "compatible with the efficient education" of the other

children or with "the efficient use of public resources".

There are other worrying features of the recording system. A local education authority will need only a *prima facie* case for recording a child before compelling the parents to submit the child for the examinations of the multi-professional assessment process. Second, and worse, parents will not be allowed to see the reports on the basis of which L.E.A.s will judge whether to record their child. Parents will see only simplified "A-certificate" versions of the reports.

Finally, although parents will have a right to appeal against a placement proposed by the L.E.A., there appears to be no means whereby they can appeal against the recording of their child and no means of getting a child de-recorded.

In fact parents seem to be kept at arm's length, which is surprising for a Conservative government priding themselves on encouraging personal initiative and responsibility. Professional people will make the decisions and select those too few true professionals around who know what handicapped children can achieve, what their real problems are, and how they can best be helped.

Another problem with recording is that it will reinforce whatever is not happening in an area in relation to the segregation of handicapped children. Under the transitional arrangements, handicapped children now in special schools will all be deemed to be recorded, the matter how many of them could be better accommodated in ordinary schools. Moreover, the question of whether a child is recorded is subjectively bound up with and dependent upon facilities and attitudes throughout the L.E.A. area.

The White Paper explains that "a child should not record a child if his special educational needs can be met by attendance at the ordinary school maintained by the L.E.A. without the need for a systematic annual review". Thus, for example, if all ordinary schools in an area are inaccessible to people in wheelchairs, then all children in wheelchairs will be recorded and sent off to special schools.

Unhappily, the White Paper will not encourage any of the recalcitrant L.E.A.s to improve facilities and attitudes and start ending segregation. It pays lip service to handicapped children being educated in ordinary schools but is careful to re-emphasize the segregation by repeated emphasis of the difficulties which some handicapped children face.



L.E.A. without the need for a systematic annual review". Thus, for example, if all ordinary schools in an area are inaccessible to people in wheelchairs, then all children in wheelchairs will be recorded and sent off to special schools.

Unhappily, the White Paper will not encourage any of the recalcitrant L.E.A.s to improve facilities and attitudes and start ending segregation. It pays lip service to handicapped children being educated in ordinary schools but is careful to re-emphasize the segregation by repeated emphasis of the difficulties which some handicapped children face.

The White Paper is not a very happy document for those who want faster progress away from segregated education for handicapped children.

In practice this means, as it has always meant, that many handicapped children will remain in special schools even though they could easily be accommodated in ordinary schools. Every child depends on what one means by "unusually severe" and "serious" difficulties.

The White Paper is not a very happy document for those who want faster progress away from segregated education for handicapped children.

Peter Large is chairman of the Association of Disabled Professionals.

On minimizing mess and maximizing fun

by Mary James

Making mud pies in bed is not exactly what one associates with sparkling hospitals. But it is just the kind of thing recommended, with detailed ideas, in *Minimizing Mess and Maximizing Fun*, by Barbara Waller's *Helping Sick Children Play* (Bullfinch Tindall £2.95). Directed mainly at nurses, this is a practical book, it also contains a chapter on the philosophy of play for the child. The book is written by a child psychiatrist and a child psychologist, and it is a pleasure to find that the book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

And Sherree's new book traces the history of the child, from the time when children were seen as "little adults" to the time when they were seen as "little people". The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

still condemned to empty hours and totally unwholesome environments in mental handicap hospitals. But, Sherree maintains, hospitals of any size are not where most of these children should be. Local authorities should be the job of caring for them better and the differences are nothing to do with degrees of handicap.

Recognizing handicap early and doing something about it are the two main themes of *Helping Sick Children Play*. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

Thinking, no doubt, of ever lighter budgets and ever more severe cut-backs, Chazan says that could now be achieved without ministerial intervention with educational programmes with educational health visitors training parents in their use.

Hallett and Olive Stevenson, both had experience of the committee which enquired into the Maria Colwell case and, concerning themselves here with the complexities of practice behind the fine ideas of policy, they give particular attention to the problems presented by case conferences and working relationships in area teams. Although child abuse is the specific subject, their considerations are relevant to the care of all who are handicapped. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

Our children are the future. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

distinctions between remedial and special education can no longer be maintained. For remedial teachers, as it points out, the future looks challenging indeed.

Learning Disabilities by Ros Lynn (Collier Macmillan £8.95) will not find much of a readership in this country. A detailed survey of American provision for attitudes towards and thinking about learning disabilities, it is not in itself a very readable book, however, it marks an interesting achievement. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

Brace's very readable autobiography (Sovereign Press £5.95 and £4.50). And Mike Bruce should know. In his leisure time, this particular author explores many of his multi-sympathetic as poet; in his career as a social worker, Tower Hamlets, he makes practical use with his clients of all that his personal experience has taught him about the physical and emotional problems of children and for the reasons why they are so. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

Stammer cur

Stammering: Practical help
pages by Ann Irwin.
Penguin £1.35. 0 14 04616 6

Ann Irwin's book offers a practical guide to the stammering child, which she claims "can be used by all concerned with the child, whether it be a parent, teacher, or therapist". The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

Easy stammering is a book which can be used by all concerned with the child, whether it be a parent, teacher, or therapist. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

Stammering is a book which can be used by all concerned with the child, whether it be a parent, teacher, or therapist. The book is written for all at all, and not just for the professional. The book is written for all at all, and not just for the professional.

This makes very Good Reading!

And Good Reading is what it's all about! The recent acquisition of Good Reading by ESA, underlines our commitment to developing an increasingly comprehensive range of reading and language materials. Such names as Nigel Bagg, Kate Fitzsimmons, Dennis Lawrence, Ruth Nichols, Doran

Nicholson, Betty Root and Dennis Wrigley have all contributed their invaluable experience to the products. As well as this extensive list, ESA has developed a considerable range of new language materials. Our catalogues have

been mailed to your school, but if you would like your own free copy, just fill in the coupon, and post it off to us today. It will really give you something to read about!



ESA
Good Reading

ESA Creative Learning Limited,
Pinnacles, PO Box 22, Harlow, Essex CM19 5AY. Tel: 0279 21131

Please send me a copy of the new ESA Good Reading catalogue.

Name _____

Address _____

Postcode _____

extra

Civilized care of the weakest members?

by Seamus Hegarty

Educational Handicap, Public Policy and Social History. By Seymour M. Sarason and John Doris. Collier Macmillan £11.95. 02 927920 8.

Tredgold's Mental Retardation. Edited by Michael Craft. Baillière Tindall £16.00. 7020 0684 X. Accident of Birth. By Fred Meddell. BPC Publications £2.75. 563 1606 9. Mental Handicap Nursing and Care. By Victoria Shennan. Souvenir Press £5.95. 285 64903 S. £3.95. 64902 7.

The Deaf Schoolchild. By R. Conrad. Harper and Row £12.50. 06 318085 5.

Teaching Language and Communication to the Mentally Handicapped. By Ken Leeming, Will Swann, Judith Goss and Peter Muttler. Schools Council. Evans/Melhuish £13.75. 423 50660 9. £9.25. 50660 9. First Words Language Programme. By Will Gillham. Heinemann £6.00. 04 371059 X. £3.95. 371060 3.

A Step-by-step Learning Guide for Older Retarded Children. £6.50 and £4.95. A Step-by-step Learning Guide for Retarded Infants and Children. By Vicki Johnson and Roberts Werner. Constable. £7.50 and £4.95.

Behaviour Modification for the Mentally Handicapped. Edited by William Yule and Janet Carr. Croom Helm £11.95. 85664 841 8. Strategies for Helping Parents of Exceptional Children. By Milton Feldman. Collier Macmillan £8.50. 02 928420 1.

One of the clichés of handicap debates is that a society is civilized to the extent that it cares for its weakest members. Sarason and Doris turn this proposition on its head

with their social historical analysis of mental retardation and the various steps that have been taken to deal with it. They argue that a society's care for the mentally retarded can be measured by the needs rather than the needs of persons designated as mentally retarded — and not necessarily to the latter's advantage.

The argument is complex and not readily summarized. It revolves around the question: What is school for? Historically, answers to this question have been framed in terms of formal ideals (acquisition of knowledge and cognitive skills, assimilation of social and cultural values) and have ignored the "major function" of schools in determining the capabilities of students and, slotting them into categories. In America as elsewhere the common school system emerged as a cure for the social ills of poverty, delinquency and immorality. All children of a given age were assumed to be the same for the purposes of instruction. So far as this from being the case that once compulsory schooling forced all children into school the system was threatened with breakdown. This was avoided by diagnosing as defective in some way all children who did not fit the standard pattern. Separate segregated provision was made for these and the system was enabled to remain intact to function as designed.

Too cynical, the reader may say. However, the detail of their social historical argument and—since this is not a book for the historian—its implications for current thinking and practice are not lightly dismissed. It takes issue with received ideas on retardation and special education. Mental retardation is not a condition like cerebral palsy or autism, but a status that is given. It is a socially invented con-

cept that reflects prevailing values and prejudices. Mental retardation is "not comprehensible apart from American society, culture, history" — and that means taking account of links with European history, with Africa and the slave trade, with the demise of colonial domination, and so on.

This is a view of mental retardation that is uncomfortably far from much received thinking. Indeed it is nothing short of startling to turn from Sarason and Doris's suggestion that "the day is past when one can write a conventional textbook on mental retardation complete with definitions, descriptions of clinical syndromes, tests, and diagnostic criteria" to the new (12th) edition of Tredgold's *Mental Retardation*. Since 1908 it has been the textbook par excellence. Its view of mental retardation is a little broader now but the medical origins are still very much in evidence. Its six sections comprise: administration; clinical; psychology and education; social work and residential care; the law; specialized areas (in fact a miscellany). In keeping with the new orientation towards the multi-disciplinary team, contributors come from a wide range of backgrounds. There is some new—and first-rate—material on educating mentally handicapped children, and a general updating of the psychological and legal content. The medical predominance remains, however, with the clinical section being the major one.

A more accessible introduction to mental handicap is provided by both Meddell (*Accident of Birth*) and Shennan (*Mental Handicap Nursing and Care*). Both offer straightforward accounts of basic notions. Meddell's book is the outcome of a survey of the language abilities of 1,400 pupils attending 19 R.N.S. schools, and extensive work with groups of teachers. Its detail and practical illustrations should be of the greatest assistance to teachers of severely retarded pupils. There is also a review of four major commercial language teaching schemes. Gillham's *The First Words Language Programme* is designed to help a retarded child develop early vocabulary. It is clearly presented and looks sensible, though a summary of the evaluation (of its six-year

research project) would be helpful. The practical focus is coming in Johnson and Werner's *Step-by-step Learning Guides*. These handbooks offer systematic programmes for teaching reading, self-care, language, motor skills (on) into their basic education. This leads to a set of learning objectives which are taught independently. These books will be welcomed for their practical good sense and presentation.

Research has an important part to play in the education of pupils with special needs. Conrad's *The Deaf Schoolchild* enters the minefield of manual signing systems in the education of hearing-impaired pupils. The low educational attainments of deaf school leavers has in recent years fired the controversy over the use of manual signing systems and, in particular, "total communication" which combines sign language with speech in the classroom. Conrad argues that his concept of "internal speech" introduces a theoretical clarity that has hitherto been missing and provides justification, supported by empirical evidence, for using manual communication. Manual communication provides opportunities—free of disciplinary restrictions for internal language representation in the profoundly deaf. Conrad reports empirical data on the occurrence and concomitants of internal speech and claims significant links between it and school performance in reading, lipreading and speech.

The Schools' Council project *Teaching Language and Communication in the Mentally Handicapped* arrives complete with a Warnock imprimatur. It reports on a three-year development study focused on teaching language to severely retarded pupils. It is based on a survey of the language abilities of 1,400 pupils attending 19 R.N.S. schools, and extensive work with groups of teachers. Its detail and practical illustrations should be of the greatest assistance to teachers of severely retarded pupils. There is also a review of four major commercial language teaching schemes. Gillham's *The First Words Language Programme* is designed to help a retarded child develop early vocabulary. It is clearly presented and looks sensible, though a summary of the evaluation (of its six-year

research project) would be helpful. The practical focus is coming in Johnson and Werner's *Step-by-step Learning Guides*. These handbooks offer systematic programmes for teaching reading, self-care, language, motor skills (on) into their basic education. This leads to a set of learning objectives which are taught independently. These books will be welcomed for their practical good sense and presentation.

The revolution still to come in special education is the involvement of parents in the education of children with special needs. As the Warnock Report is paid to, but often are parents given the involvement as equal partners? The Warnock Report requests that professionals are unable to moderate parents into a collaborative role. They lack the understanding to make the necessary effective support them in them. *Strategies for Helping Parents of Exceptional Children* is designed to help teachers work co-operatively with parents. Though based on research, it can be warmly recommended to teachers in this context. It discusses the principles of positive relationships and family, life and educational schooling can be effected by a retarded child. A whole range of strategies for working constructively with parents is offered and illustrated. Any parent-teacher association could do little to support their school, and for them-

ject evidently, provided an interesting commentary to the internal language representation in the profoundly deaf. Conrad reports empirical data on the occurrence and concomitants of internal speech and claims significant links between it and school performance in reading, lipreading and speech.

extra

Remedial education across the basic curriculum

by Charles Gains

The traditional image of a remedial teacher is undergoing a dramatic reappraisal. In the second of its policy statements entitled *Guidelines for the Future*, the National Association for Remedial Education suggests a radical review of remedial work and includes the concept of remedial education across, and possibly through, the curriculum.

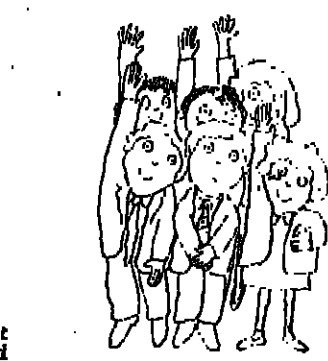
Much remedial work is still done on a withdrawal basis in remote regions of a school. It is based on the dubious concept that all the "customer" needs is a short burst of remedial techniques, largely in the language and reading areas, and soon he will be returned to the "richer" pastures of mainstream education. This is in the classic deficit model mould. True, some children have benefited from such approaches and it would be unwise to discount them completely. However, evidence suggests that others are handicapped by the very efforts made to help them.

Professor Ron Gulliford has opened a debate which is gathering momentum in *Remedial Education: Guidelines for the Future*. C. W. Gains and J. A. McNicholas, eds. (Longman, 1979). This envisages remedial education within the context of the general aims of education and not as a peripheral activity. The approach takes into account the fact that at any one time a very

large number of children, at least the one in five or six suggested by the Warnock Report, are experiencing learning difficulties. These children carry their difficulties across the curriculum, and it would be enormously expensive and unrealistic to expect traditional remedial approaches to cope even if research findings were encouraging.

What is being suggested is that with appropriate help and advice we can more easily involve the ordinary teacher in preventive remedial work. In order to achieve this we must first do away with the idea that there is some great mystery about the techniques involved. A whole industry has grown up around remedial methods, so that the mastery of a specific activity is often seen as an end in itself. The ordinary classroom teacher, desperate for a few survival skills, is discouraged by the apparent complexity of the remedial methods and the jargon used by some remedial specialists.

I have observed that with minimum instruction teachers readily grasp the main principles involved in the teaching of language, reading and associated skills. Further, they can understand the importance of developing levels and the need to cope with severe learning difficulties, but a great many children now receiving remedial attention do not



One in five or six.

because of their own inherent deficiencies, but because they have been continually in contact with teachers who are ignorant of simple remedial ideas and techniques.

Remedial specialists should be in the business of infiltrating and influencing the curriculum far more widely. They have considerable experience and expertise but have in the past largely kept this knowledge to themselves. Remedial education is not a subject, although it is often treated thus, but a horizontal concept involving all teachers to some degree.

It is only a minority of the profession that is indifferent to the needs of children with learning difficulties. Most acknowledge that it is only their own ignorance which prevents them from effectively teaching this group and are prepared to make the necessary effort to acquire such skills as are required. The onus for such an advance clearly lies with the existing specialist and should be seen not as subtracting from their role but adding to their own status and future development.

Charles Gains is a Principal Lecturer in Education at Edge Hill College of Higher Education and a past president of the National Association for Remedial Education.

extra

Role change

T. J. Bailey argues that remedial teachers should re-examine their role

It is now 16 years since I first stood before a group of 14-year-old C stream pupils in a secondary boys' school in West Midlands. As a newly qualified graduate, it was felt that I could do least harm by taking the pupils with learning difficulties. The prevailing attitude towards remedial education in the school at that time was contained in a letter document from the Department of Education and Science to their Education Survey 15—*Slow Learners in the Secondary Schools*. This document painted a picture of a countryside devoid of expertise, provision and effectiveness in remedial education. Since that time I have visited many secondary schools and in my opinion remedial teachers do have more experience, and facilities have improved to some extent.

There is still a tendency to appoint remedial teachers to remedial posts. Whether, due to what Gains (1979, September 27, 1979) called "the natural conservatism" or the intransigent attitudes of other members of staff particularly head teachers, remedial teachers have not become the force that one would wish, indeed, their profile should contain not only a research findings suggest that remedial work, gains from remedial work are not sustained in the long term. This was lent weight to the argument that remedial education is a box.

I believe that remedial teachers can offer something special to both pupils and staff, provided they re-examine their role in the following ways:

- 1. *Work with Primary Schools*: Despite the fact that the vast majority of remedial pupils take a variety of feeder schools, remedial teachers should form part of the team that visits all the primary schools to meet potential pupils and discuss their progress with their teachers prior to transfer. The Warnock Report 1978 suggests that 20 per cent of the pupils are likely to have special needs and therefore involvement of the remedial teacher



is of paramount importance. Alternatively or in addition, primary pupils in their final year should have the opportunity to visit the remedial school and meet the remedial teacher along with other appropriate staff.

Staff in assessment have always been considered an essential aspect of remedial work. Norm referenced or standardized tests have often been the staple diet of the secondary remedial teacher. However, the difficulties associated with the use of such tests are well known.

Criterion referenced or informal check lists are suggested as a more fruitful alternative. Individual pupil weaknesses should contain not only a list of strengths and weaknesses as regards attainment, but such things as interests and learning style. Rutter and his colleagues in *Learning to Read* have stressed that "within child factors" or "home factors" are not the only causes of learning failure.

Teachers themselves may well be investigating or experiencing learning difficulties. Therefore, observation within a classroom is essential to identify teachers' strengths and weaknesses in relation to class management techniques and programmes of work, as much as it is to acquire a differential diagnosis of a pupil.

Learning Programme Development Warnock has provided a framework for developing teaching programmes. First, remedial teachers need to define teaching goals for each pupil, based on an assessment of their needs. Second, they need to analyse the teaching task into a skill sequence of clearly defined objectives. Third, they need to select methods of instruction and materials to meet the objectives defined. This process demands a more sophisticated than the hit and miss approach frequently employed with pupils.

extra

Conditional control

Penny Earle on diabetics in schools

The understanding and treatment of diabetes in school should not be difficult, and education need not be affected if both child and educators are familiar with the causes and cures of problems. The condition is one which can be fitted into a normal life, not one around which life is led. However, a child on daily injections, with a special diet and possibly a host of medical and psychological consequences of the regime, cannot be expected to control and understand the disease without the assistance of medical and dietetic advisors, parent(s) and school staff and interaction between these three.

In spite of previous recommendations to local education authorities to produce guidelines on the treatment of diabetics in the educational system, these are only used (and therefore, one assumes, only produced) in Scotland. An invisible disease which affects 1 in 500 children under 18 must involve practically every school in Britain and it is irresponsible to imagine that, general as well as specific instructions should be left to individuals and voluntary bodies. Specific Warnock recommendations which are to be wholeheartedly supported include: forward planning at area and local level; informed careers guidance and inclusion of common disabilities in teacher training/in-service curricula; and more opportunity for the handicapped, in teaching posts.

Penny Earle is Youth Organiser of the British Diabetic Association, 10 Queen Anne Street, London W1M 0BD.

Day-to-day effects and treatment of diabetes differ from one person to the next and general instruction must be supplemented by specific details. The child cannot, for instance, fight alone against a school which has no exception to a "no extra food" rule or whose head teacher has not communicated the relatively simple instructions on, for example, individual diet and hypoglycaemic reactions received from Health Authority staff and/or parent(s). There are also cases where records have not been passed from a previous school or no formalized diabetic education exists in the area. The omission of discussion on special dietary requirements in Warnock underlines the general lack of information on the subject.

The diabetic who is supported by a good education is able to lead a full and independent life. But these aids to self-reliance must be counteracted by the total understanding of simple requirements at school and at home. This cannot be done by one particular body. But if the links between parent(s), medical and dietetic staff, local education authority, teachers, school meals organization and catering staff, careers officer and the child are strong, medical personnel should not be needed for the treatment of diabetics in schools. Warnock is a late but good starting point. It is essential that the recommendations to and liaison between local government bodies with parent participation be headed.

extra

Heinemann

Signposts to Spelling

JOY POLLOCK

This useful handbook was well received when first published by the Helen Arnold Centre. Now made available more widely, it contains twenty guides to the structure and spelling of English, together with a brief history of the language and other interesting features.

"The teacher of any age-group who uses Joy Pollock's ideas in the making of material and in the preparation of class lessons will be well equipped to deal with her pupils' spelling difficulties in an individual and systematic way."

Times Educational Supplement, 17.76

The Vowel Crowd

JANE ROGERS and JEREMY LONG, in consultation with BYRE HORNSEY

In consultation with the co-author of *Alpha to Omega*, a remedial specialist and a content designer have combined their expertise to produce three attractive workbooks which cover essentially the same broad stages of reading and spelling development as *Alpha to Omega*.

"...is an excellent framework on which to build a variety of worthwhile exercises which give encouragement to the reader. The teachers' book I rate very highly — it is invaluable, and contains detailed and constructive ideas. I've discovered that the opportunity of doing it in my classroom and have benefited who would like to see it!" *Junior Education*

Workbooks 1, 2, 3: 75p each Teachers' Book 1: £1.80
Book 2: 75p each Teachers' Book 2: £2.80
Alpha to Omega 3rd edition £3.95

Project Motocross

FRANK MELLING

This attractive book was high-interest material in a book for a wide range of exercises to improve language skills in older remedial pupils.

"It is ideally suited for project work with less able pupils... is highly recommended for all secondary ages and adult students. It's written by a teacher with much experience in motocross, whose lively opinionated language and black and white photographs constantly keep the reader's interest." *Remedial Education*

£1.80

Heinemann Educational Books
22 Bedford Square, London WC1B 3HH

extra

Public purse

Mary James on the Family Fund

The Family Fund: An Initiative in Social Policy. By Jonathan Bradshaw. Routledge and Kegan Paul. £10.95. 7100 0520 2.

At the end of 1972, the present Secretary of State for Industry, then in charge of the Social Services, announced the establishment of a fund to help families containing children who were severely disabled from birth. The Family Fund, as the promised purse, and its implementing agency were called, was highly unusual in several respects.

The Family Fund came into being in swift and sudden response to the 1972 crisis over compensation for Thalidomide-damaged children. This crisis was itself unusual for the depth and extent of public feeling on the issue and for the very active, purposeful role which was played by the press. But when the government of the day responded by offering help not to severely disabled children in general, it extended public concern to a group which, surprisingly enough, had never previously been identified as a special group with particular needs and problems. Indeed, it was not even known how big a group it was likely to be. Another unusual aspect of the

Family Fund was the enormous public purse which it was set up. Only three months after Sir Keith Joseph's original announcement, an organization existed which was ready to do business and, although the initial slowness of applications was a cause for concern, precisely the reverse problem was being experienced after only two or three years' time. The trickle had become a flood and, to cope with the inundation, the Fund was being asked to make significant changes in its spending plans and decisions. These spending decisions provide the central content of Jonathan Bradshaw's recently published study of the Fund's first four years.

A good proportion of the credit for the Family Fund must go to the Joseph Rowntree Memorial Trust, the body which the government appointed to administer the Family Fund in 1972 and which continued to shoulder this responsibility when, after the first £3m was exhausted, further grants were made to keep the operation. From the Government's point of view, the Family Fund proved to have substantial political value and although the involvement of the Rowntrees "resulted in some confusion in the minds of applicants who identified Rowntree with the Fund" the appointment proved a wise one.

Not only did it account for the speed with which the Family Fund was able to start work. It also helped to account for the fund's flexible and adaptable, two valuable characteristics which it would probably never have possessed in like measure had it been administered within existing government structures. Besides, right at the start, the Rowntree Trust had the sense to assure that, even as it took place, the development of the unusual new venture was under its own control and was not being studied. The resulting research pro-

ject evidently, provided an interesting commentary to the internal language representation in the profoundly deaf. Conrad reports empirical data on the occurrence and concomitants of internal speech and claims significant links between it and school performance in reading, lipreading and speech.

The major pattern to emerge from the complex but well-organized study of Bradshaw's book is that of flexibility. This took place at many levels and more families applied to the fund for financial grants and administrative problems, than the fund responded to the pressure on resources and in my view, new perceptions of its project.

The introduction of guidelines, precisely which disbursement was eligible for help, and for what, meant a compromise. This loss of flexibility seems particularly unfortunate in view of Bradshaw's convincing argument that one of the most valuable features of the Family Fund was its setting of the inevitable limits to a welfare system with no provision for the individual which led to such provisions with strict tests.

extra

Role change

T. J. Bailey argues that remedial teachers should re-examine their role

It is now 16 years since I first stood before a group of 14-year-old C stream pupils in a secondary boys' school in West Midlands. As a newly qualified graduate, it was felt that I could do least harm by taking the pupils with learning difficulties. The prevailing attitude towards remedial education in the school at that time was contained in a letter document from the Department of Education and Science to their Education Survey 15—*Slow Learners in the Secondary Schools*. This document painted a picture of a countryside devoid of expertise, provision and effectiveness in remedial education. Since that time I have visited many secondary schools and in my opinion remedial teachers do have more experience, and facilities have improved to some extent.

There is still a tendency to appoint remedial teachers to remedial posts. Whether, due to what Gains (1979, September 27, 1979) called "the natural conservatism" or the intransigent attitudes of other members of staff particularly head teachers, remedial teachers have not become the force that one would wish, indeed, their profile should contain not only a research findings suggest that remedial work, gains from remedial work are not sustained in the long term. This was lent weight to the argument that remedial education is a box.

I believe that remedial teachers can offer something special to both pupils and staff, provided they re-examine their role in the following ways:

- 1. *Work with Primary Schools*: Despite the fact that the vast majority of remedial pupils take a variety of feeder schools, remedial teachers should form part of the team that visits all the primary schools to meet potential pupils and discuss their progress with their teachers prior to transfer. The Warnock Report 1978 suggests that 20 per cent of the pupils are likely to have special needs and therefore involvement of the remedial teacher



is of paramount importance. Alternatively or in addition, primary pupils in their final year should have the opportunity to visit the remedial school and meet the remedial teacher along with other appropriate staff.

Staff in assessment have always been considered an essential aspect of remedial work. Norm referenced or standardized tests have often been the staple diet of the secondary remedial teacher. However, the difficulties associated with the use of such tests are well known.

Criterion referenced or informal check lists are suggested as a more fruitful alternative. Individual pupil weaknesses should contain not only a list of strengths and weaknesses as regards attainment, but such things as interests and learning style. Rutter and his colleagues in *Learning to Read* have stressed that "within child factors" or "home factors" are not the only causes of learning failure.

Teachers themselves may well be investigating or experiencing learning difficulties. Therefore, observation within a classroom is essential to identify teachers' strengths and weaknesses in relation to class management techniques and programmes of work, as much as it is to acquire a differential diagnosis of a pupil.

Learning Programme Development Warnock has provided a framework for developing teaching programmes. First, remedial teachers need to define teaching goals for each pupil, based on an assessment of their needs. Second, they need to analyse the teaching task into a skill sequence of clearly defined objectives. Third, they need to select methods of instruction and materials to meet the objectives defined. This process demands a more sophisticated than the hit and miss approach frequently employed with pupils.

extra

New Publications

What Sort of Life?

A Paper for the OECD Project: *The Handicapped Adolescent* Patricia Rowan

Handicapped youngsters may be more employable if they have not been integrated into normal schools. There is a tragic lack of occupation for these mentally handicapped school-leavers who need long patient training before they can earn their own living.

These are among the conclusions of this report, based on a study of what is being done in nine local education authorities in the UK to help handicapped young people through the turning point between school and adult life and work—or life without work. It gives examples of good practices and innovations which have been worthwhile, but whose benefits may only reach a fraction of those in need, while drawing attention to some of the most serious gaps in provision.

Order No. 8467 02 4

£5.50

Children with Specific Learning Difficulties

Paula Tansley and John Pankhurst

A comprehensive review of research principally over the last ten years. The book concentrates on three main areas—etiology, incidence and remediation—and includes a chapter on terminology, an extensive bibliography, a glossary, a short appendix listing some current research in the field and some suggestions of future trends.

Order No. 8070 02 1

Publication November

Focus on Physical Handicap

John Pankhurst

An evaluative record of innovative work being done with the handicapped in twenty-five establishments of Further Education. The report documents a wide variety of practices and policies which will be of interest to Further Education establishments and, he says, whether already making provision for the handicapped or proposing to do so.

Order No. 8071 02 1

Publication November

NFER Publishing Company Ltd
Darville House
2 Oxford Road East
Windsor, Berks SL4 1DF

extra Only the best

by Rachel Blake

Macmillan All Rounders Series One and Two £5.95
Pole Star Series
Cambridge University Press 75p each
Macdonald Ghosts 60p paperback, £1.50 hardback
I Can Read Books
Worlds Work Ltd. 80p each
Spirals Hutchinson 60p each
The I Can Read Books cater for the very early stages of reading (6-7 R.A.). They are brightly illustrated with a few lines of text on each page. Their childlike themes, funny or fantastic, do attract children. Sometimes it is through humour, as with *Albert the Alligator* who loses the ship he is attached to and finds his way back as a decoration on a lady's hat. In *A Kiss for Little Bear* there is a deep folk-tale element, with many rituals and repetitions as the kiss is passed on through the chain of animals.

There are two new additions to Hutchinson's *Spirals*, designed for teenagers or adults at a 7-9 R.A. They are printed in large, well-spaced type, but have no illustrations apart from the cover photographs. *Doctor Maxwell* is a sinister story involving powders which can give instant youth, and *Jimmy Rocket* an exciting tale about defection and destruction in outer space, not to be taken too seriously. Neither is so morbidly horrifying as some of the earlier *Spirals*.

Another new series from Hutchinson is the set of six *Space Books*, small-format books of about 60 pages for a reading age of nine to 10, with brilliantly fantastic cover designs. Their highly-coloured world of free movement between planets, where aliens and humans work side by side, and telling has a diminished meaning, yet a certain moral scholastic and basic humanity is retained, could well prove addictive, providing a valuable bridge for children's level of imagination to cope with a longer book unsupported by pictures.

Collins English Library, which caters both for second language learners and reluctant readers has a new bunch, levels 1 to 6 (about 8-11 R.A.), more of a level 2. These are well worth choosing from selectively. While some is too adult, the simpler stories like *Taxi!* and *It's a Trick!*, *The Titanic is Sinking*, *Five Ghost Stories*, *The Little Lie*, the story of Henry Ford, are all very worthwhile.

The six books in Macdonald's *Ghosts* series each provide a thrilling story of about 30 pages drawn from history or literature, for reading ages 9-10. They are printed in good-sized type with coloured or black-and-white illustrations.

tions on every page. The stories are based on real accounts of supernatural experiences connected with such episodes as Cullinstown, Edgely, the fate of Catherine Howard. They are told with enough of the factual to awaken interest in history and a degree of realism and goriness to be deeply satisfying while avoiding morbidity. John Gosler's illustrations for Macbeth are outstanding.

The I Can Read Books cater for the very early stages of reading (6-7 R.A.). They are brightly illustrated with a few lines of text on each page. Their childlike themes, funny or fantastic, do attract children. Sometimes it is through humour, as with *Albert the Alligator* who loses the ship he is attached to and finds his way back as a decoration on a lady's hat. In *A Kiss for Little Bear* there is a deep folk-tale element, with many rituals and repetitions as the kiss is passed on through the chain of animals.

There are two new additions to Hutchinson's *Spirals*, designed for teenagers or adults at a 7-9 R.A. They are printed in large, well-spaced type, but have no illustrations apart from the cover photographs. *Doctor Maxwell* is a sinister story involving powders which can give instant youth, and *Jimmy Rocket* an exciting tale about defection and destruction in outer space, not to be taken too seriously. Neither is so morbidly horrifying as some of the earlier *Spirals*.

Another new series from Hutchinson is the set of six *Space Books*, small-format books of about 60 pages for a reading age of nine to 10, with brilliantly fantastic cover designs. Their highly-coloured world of free movement between planets, where aliens and humans work side by side, and telling has a diminished meaning, yet a certain moral scholastic and basic humanity is retained, could well prove addictive, providing a valuable bridge for children's level of imagination to cope with a longer book unsupported by pictures.

Collins English Library, which caters both for second language learners and reluctant readers has a new bunch, levels 1 to 6 (about 8-11 R.A.), more of a level 2. These are well worth choosing from selectively. While some is too adult, the simpler stories like *Taxi!* and *It's a Trick!*, *The Titanic is Sinking*, *Five Ghost Stories*, *The Little Lie*, the story of Henry Ford, are all very worthwhile.

The six books in Macdonald's *Ghosts* series each provide a thrilling story of about 30 pages drawn from history or literature, for reading ages 9-10. They are printed in good-sized type with coloured or black-and-white illustrations.

Body language

by Charles Hannam

A Matter of Confidence: Movement for children and parents. Made by Veronica Sherborne at the Centre for Educational Services, Bristol Polytechnic. Colour, 16mm, 28mins. Concord Films Company, 201 Felixstowe Road, Ipswich, Suffolk. Sale price £250, hire £11.

It seems deceptively simple at first: a school hall, parents, children and two teachers; a movement class in progress. In Veronica Sherborne's class for children between the ages of one and seven, contact between child and adult is very important. The adult body can be used to climb on, and crawl over, and the child can stand on the grown-up, hopefully gaining confidence all the time.

From this security comes the ability to explore, to progress to more risky movement in which the child can take an initiative. As adults we often forget how powerful we must appear to the child, towering over him and moving him. He is so dependent on us that he is bound to feel resentment. The sobbing, screaming tantrums of the infant can be expressions of rage at such powerlessness. The rage of the child can frighten the adult who senses the resentment and interprets it as ingratitude. The language of the body reveals these tensions and the film helps us to understand them.

Veronica Sherborne comments, "look for the child who cannot relax, see how he is tensed up, his body is unable to lie loose and free on the floor". The pushing and the showing can express one side, and the complete relaxation on the floor the other.

Three basic modes of relationships are expressed in the movements and the exercises: the loving, the dependent and the ambivalent. When this range of relationships is relaxed, tension and an enjoyment that is a pleasure to observe. Suddenly mother and child reach out for one another.

Teachers and the school caretaker, who also takes part, can move beyond the two great taboos that inhibit the teachers of young children: the fear of body contact and noise.

There is plenty of warm feeling, which may frighten the more rigid, with their constant memory of the command, "keep off the children in either a loving or punishing way". Parents touch their children all the time; some teachers find it difficult if not also quite undesirable. Common sense would forbid excessive body contact which is immediately seen to have sexual connotations. Veronica Sherborne's work seems to offer a way out from the kind of Puritanism that has made some schools appear unloving.

The other problem is noise: a quiet class is easily seen as a good class. Here, there is laughter and talk. The exercises are varied so that there is no dependence on progress and diagnosis. When child and parent are seen together, holding one another and playing, their relationship can be understood at a much deeper level.

I like the way the presence of the camera is never denied in the film. It observes with its cameras, progress and diagnosis. When child and parent are seen together, holding one another and playing, their relationship can be understood at a much deeper level.

The school is in a social priority area but the work there could have equal validity anywhere else. It is not only the children of the poor who desperately need holding, hugging and to learn how to work with their parents towards a relaxed and confident relationship.

Veronica Sherborne's methods have already been explored in three previous films, and what she does also works well with the mentally handicapped. I watched this last film with a degree of pleasure that is unusual: films for psychologists, teachers and teacher trainers are not only for the benefit of the children, but also have many applications: showing the film to teachers, students and parents will provide the basis for lively discussion and learning.

Role change

continued from page 31

behavioural management techniques such as contracting, social skill training and other behaviour modification procedures should be part of the remedial teachers repertoire. Linton with Torgesen. Warnock suggests that parents should be partners in the educational process. Not only should remedial teachers keep parents informed of the progress of their children but they should also work together to devise learning and behaviour management programmes that can be continued at home. Parent workshops could form a useful avenue for the dissemination of information and introducing skill training.

Linton with Outside Agencies. Remedial teachers should contact the following support agencies for advice and information sharing:

- Social Services (social workers, care staff).
- Schools (psychologists, service teachers, special needs co-ordinators).
- Child Guidance Clinic (psychiatrists).
- Remedial Advisory Service.
- Special Schools.
- Careers Education and Work Experience Unit.

Even if children are not able to be a continuity of progress in remedial education, remedial teachers should be aware of the fact that the remedial teacher's role is not only to teach, but also to support the child's learning. The remedial teacher should be able to help the child to learn, to support the child's learning, to support the child's learning, to support the child's learning.

remedial education should, ensure that they keep up to date with new ideas and techniques. This can be done through attendance at conferences, seminars and courses on remedial and special education, membership of appropriate national bodies and reading current literature, especially journals. Secondly, the remedial teacher should provide in-service training for other members of their staff and for members of staff from other departments. There are many areas in which other members of staff require help:

- Teaching slow learners.
- Teaching handicapped pupils (remedial/relevant readers).
- Preparing work sheets.
- Readability of text books (subject content—conceptual level of pupils).
- Check lists for identification of pupils with difficulties.
- Use of aids to by-pass learning difficulties.
- The need for clear and concise referral and transfer procedures.
- Overcoming emotional difficulties.

In-service training with staff is best done through demonstrations of successful methods and materials, case studies and working in the classroom alongside colleagues. Remedial teachers should seek to become members of curriculum development teams in the various subject areas.

I was interested to note that the Clegg ratings (TES, January 25th) placed the remedial teacher in a primary school above a group 5 primary teacher. The secondary remedial teacher does not appear at all in the secondary ratings. I believe that it is the remedial teacher himself who can change prevailing attitudes as to his worth. He must be seen to be effective in the classroom. Notes outlined above, I support the view of many of my colleagues within the profession, namely that Remedial Education is a cross-over. It is up to remedial teachers themselves which way they

Special needs conference

The annual conference of the National Foundation for Educational Research in English Wales will this year take the theme "Provision for Special Needs". The conference will place at the Bloomsbury Hotel, Russell Square, London on Tuesday, October 21.

Speakers will include: Burdett on "Research in Special Needs"; Dr S. Stoney on "Opportunities for Special Needs"; and Mr K. Pugh on "Children with Special Needs: The Ordinary School". Tansley will speak on "Tongue Teaching—Evaluation Pilot Project" and there will be an address by the Rt Hon. Carlisle, Secretary of State for Education and Science.

Further information: National Foundation for Educational Research in English Wales, The Mene, Upton Slough, Berks SL1 2DQ.

Typewriting Exercises in Handwritten People, by Kempthorne. St Albans College, Hatfield St Albans, Herts. £2.00.

What disabled people can do more than anything else to help with specific problems. Typewriting Exercises in Handwritten People, by Kempthorne. St Albans College, Hatfield St Albans, Herts. £2.00.

These books will make a welcome addition to bookshelves in remedial and learning departments. Remedial Education.

Galaxy 5

Leo P. Kolley

These six science fiction stories have been written by the author of several other highly popular *Galaxy* series, and are based on the same controlled vocabulary of 600 words. They have a reading age of 8 to 8.5, and are paperback format, each with 40 pages and 10 illustrations. They will appeal to reluctant readers in both schools and colleges.

The teachers' guide gives plot summaries with page references lists of key words, not to be found in the vocabulary, and suggests a variety of language exercises based on the stories.

Good-bye to Earth 0719537118
On the Red World 0719537128
Vacation in Space 0719537134
Dead Moon 0719537142
Where No Sun Shines 0719537150
King of the Stars 0719537169

64 pages each 75p each
Teachers' Guide 0719537266 85p
Core Vocabulary 0719538288 40p
Free Galaxy 67
Bestsellers brochure

Inspection copies
Name
Address

Please tick boxes required to return this advertisement to Educational Department
John Murray
London W1X 4DZ

Of ponds and pollution

John A. Barker reviews materials for studying biology and ecology

Pond and Study Kit

Available from: Osmirid Educational, E. S. Perry Ltd, Osmirid Works, Gosport, Hants PO13 5AL.

- 10 Self-adhesive labels
- 2 Nippers 15cm by 11cm
- 2 Dippers
- 1 LEM tripod magnifier
- 2 Midspectors
- 2 Specimen boxes
- 10 Petri dishes
- 10 Hand magnifiers
- 5 Plastic spoons
- 5 Plastic pipettes
- 5 Plastic sample tubes
- 1 copy Teachers' notes
- 1 copy Children's activity book by L. J. Campbell
- 1 copy Freshwater Animals by Gwen Allen and Joan Denslow, The Clue Books, Oxford University Press

Price £19.50

This large and expensive kit is said to contain sufficient equipment for use by 30 children. As certain items such as the lenses and pond dippers would be particularly prized this statement may not be valid. However, the cost of these items separately would be much higher and in this respect the kit is very good value for money.

There are several items of particular interest. The "midspector" is a form of "nature viewer": a circular transparent plastic box with a mm/cm base grid and a lid carrying a plastic lens. It gives a magnified view of the specimen. A very useful piece of apparatus for holding and scanning the pond. The LEM is a plastic tripod magnifier with a large 70mm and small 39mm moveable lens, giving magnifications of approximately X2, X4 and X6 depending on whether the small, large, or both lenses are used. It is sturdy and as it is all plastic can be stood in water without risk of corrosion; however the lenses can scratch easily.

The pond dipper consists of a 2.5 cm plastic funnel held on a 45 cm long plastic rod, with a handle. A sample tube is attached.

Ecopack 3: Trees.
Ecopack 4: Water Pollution.

Published by Globe Education, in association with the Inner London Education Authority. Available

This article continues our science series commissioned by Chelston College Centre for Science Education

via a rubber grommet below the funnel with holes in it. The sample tube therefore only fills with water after the dipper is lifted out; the excess water then drains away leaving any animals retained in the sample tube.

Although the handle is short it is easy to lengthen it by tying on a stick. Unfortunately the pond dipper did not prove particularly effective in collecting animals either in a pond, or in a stream. One side of the pencil writing board is plain while the other has a centimetre grid. As they are both rigid and waterproof they can be written on even in a downpour! Why then are there not a few more since they will be prized objects with which to play.

The teacher's notes are on one side of an A4-sized card. It gives basic information but would not help a teacher without some background knowledge of freshwater biology. The children's activity book is well set out with some simple and interesting ideas for practical work. As only one copy is provided it is presumably intended that it should be copied, although this is not made clear. The Clue Book *Freshwater Animals* will be invaluable for work on the organisms collected when the children arrive back at the school. It makes the kit of particularly good value.

This kit would be valuable for teachers in primary and middle schools who need the basic material for an expedition to a freshwater habitat. Additional items such as more dippers and midspectors are easily obtained. The fact that no glass lenses or collecting bottles are included eliminates the chances of injury from broken glass.

from Philip Harris Biological, Oldmixon, Weston-super-Mare, Avon. £7.95 each.

The first two of this series of six "Ecopacks" were reviewed in the TES of July 7, 1978. These packs have been produced in the same way—the result of the collaboration of some 40 teachers with the final writing by Dennis Marshall and John Tranter.

Both packs contain teachers' notes, investigation sheets and information sheets. In *Trees* the information sheets provide ideas about trees and leaves, about measuring the height of a tree and "things that damage leaves". Suggested investigations range from observing trees and carrying out a survey to making bark and leaf casts and investigating fruit and seed dispersal.

Two printed tape commentaries are provided. Information on 30 different trees are provided on 44 sheets of light card. Each sheet shows the tree in outline, a leaf, seeds or fruits and, very usefully, an illustration of the commercial use for the timber.

Fifteen sheets of stout card, each with an outline drawing of two different leaves that can be cut up to make jigsaws, are included to enable an identification game, at different levels of complexity, to be prepared by the teacher.

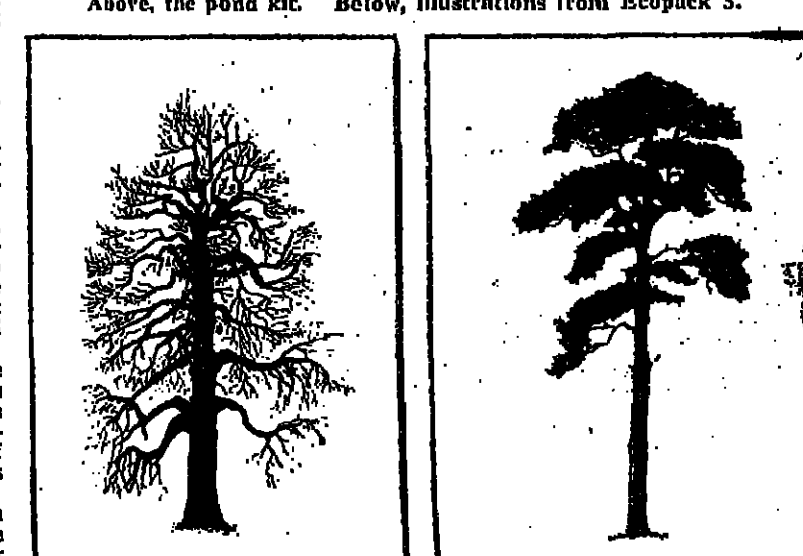
In *Water Pollution* a printed tape commentary suggests investigations of local ponds or streams to assess the level of pollution. The information sheets cover the meaning of pollution and the use of animals as pollution level indicators.

The investigations vary from simple field explorations of the animals present in a freshwater habitat to more advanced testing for pollution using chemical reagents and bacterial tests. A filmstrip with slide mounts is provided which links with the first investigations on animals and water pollution and with the tape commentary. The brief teachers' notes provide adequate advice on safety and suggest ways in which pack can be used. As with the earlier sets copyright is waived and all the material may be freely reproduced.

For an introductory approach to ecology with children of widely varying ability there is nothing on the market to match this material. The minor omissions noted in the review of the first two packs have been corrected in these.



Above, the pond kit. Below, illustrations from Ecopack 3.



ecology with children of widely varying ability there is nothing on the market to match this material. The minor omissions noted in the review of the first two packs have been corrected in these.

The packs are extremely flexible. The teacher is given a broad outline, but can structure the material for whatever group of pupils they have in mind. The commentary is not pre-recorded so the teacher can

adapt the outline for the particular needs of the class.

The illustrations are clearly printed and the language is concise and to the point and linked closely with line drawings.

The only pity about these water packs is that so few teachers, especially outside the MESA area, appear to know about them. The publishers appear to have little notion of the value of the ecopacks.

and hope that the pack will help young people to know about their world.

The pack will be offered free from the nearest branch of the Samaritans—apparently every telephone directory has a Samaritans branch listed in it and it is hoped that it may attract industrial sponsorship. Young people who are keen to help with the Samaritans' befriending work are offered suggestions on how to go about it.

general history. This includes a brief account of a 15-year-old suicide, recorded in 1615, who was said to have "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents

as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents

as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents

as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents

as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents

'Sufficient discretion for ye life'

"A friend don't talk behind your back. If they are a true friend they will always be right behind you, and they help you through stuff. And they never snitch on you." Thus a 12-year-old, quoted in the Samaritans' new youth pack, available from October 1.

The pack has information and ideas for projects and gives details of the Samaritans' work and how it was begun, as well as some general history. This includes a brief account of a 15-year-old suicide, recorded in 1615, who was said to have "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

general history. This includes a brief account of a 15-year-old suicide, recorded in 1615, who was said to have "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

general history. This includes a brief account of a 15-year-old suicide, recorded in 1615, who was said to have "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The Samaritans estimate that 10,000 people under 16 contact them every year, and say that it is among the young that suicide attempts are increasing most. They do not share the 17th-century view of adolescents as being "not sufficient discretion" for the orderings of ye course of his life, and so was given a Christian burial.

The world is at your fingertips

What more can you say? Flexilab 2 Junior has the answers.



Fixed installation or portable. Advanced robust design. Audio active compensation. Easily expanded in capacity. A Language Laboratory for all needs from

ESL Electronics, Waverley Road, Yate, Bristol England. Tel 0454 316774

Wiley

CHICHESTER NEW YORK WILEY-SONS TORONTO

PREVENTING CLASSROOM FAILURE: An Objectives Approach

by M. Almaraz, Headteacher, Castle School, Wabell, and D.A. Tweedie, City of Birmingham Education Department, Psychological and Child Guidance Services. Considerable attention has been focused on children with special educational needs since the publication of the Warnock report, and in this new book the authors question the effectiveness of existing approaches to the problems of slow learners. A practical alternative to the traditional approach is proposed, one which the authors have helped to pioneer in their county. It is put forward and the need for preventive measures to be taken is stressed. The authors argue that teachers should be planning their work carefully in order that all children can achieve success and find pleasure in learning.

128 pages, paperback, 1980, price £3.75, £13.00

NEW SCHOOL REFLECT

edited by M. Almaraz, Headteacher, Castle School, Wabell, and D.A. Tweedie, City of Birmingham Education Department, Psychological and Child Guidance Services. This book is a collection of essays by teachers and others who are involved in the work of preventing classroom failure. It is a practical guide to the work of preventing classroom failure, and is a valuable resource for teachers and others who are involved in the work of preventing classroom failure.

PSYCHOLINGUISTICS RESEARCH AND ITS APPLICATIONS TO EDUCATION

edited by C. Fisiadis, Dept of Psychology, University of Manchester, and T. A. Waller, Dept of Psychology, University of Manchester. This book is a collection of essays by teachers and others who are involved in the work of preventing classroom failure. It is a practical guide to the work of preventing classroom failure, and is a valuable resource for teachers and others who are involved in the work of preventing classroom failure.

128 pages, paperback, 1980, price £3.75, £13.00

John Wiley & Sons Limited, Baffins Lane, Chichester, Sussex PO1

THE RSPCA

THE RSPCA

Out of school activities for children and teachers

Mallydams Wood

The Mallydams Wood Nature Reserve and Teaching Centre has two specific roles: (a) To maintain a woodland nature reserve whilst demonstrating Animal Welfare principles; (b) To make the maximum use of the purpose-built Teaching Centre. The Centre has a large well equipped Classroom Laboratory as well as Research facilities.

During the past two years, the Centre has provided courses for children, teachers and other adult groups. The natural situations provided by the Reserve give a wide variety of local habitats. Records of birds, mammals, reptiles and invertebrates are meticulously kept, as well as physical and chemical data regarding the woodland and local habitats. This information is also used for the courses held at the Centre.

There are more than 100 maintained nesting boxes within the 60 acres of woodland reserve as well as a small animal clinic and a bird cleaning unit. Nature trails have been marked out and literature has been prepared to assist parties who use the site for study.

At present, the Centre is mostly used by local groups but it is hoped that residential accommodation will be provided so that it can then be used for residential Teachers' Courses or for older Secondary and Sixth Form Pupils. Sussex University have noted the value of the site and are now using it for their BEE course work in Environmental Science.



Mallydams Wood caters for all types of wildlife education.

Over the years we have catered for numerous parties and groups and our present Educational Programmes at Mallydams Wood cater for all levels of ability and experience. The resources and staff combine to provide the necessary equipment and expertise to conduct high quality courses in a vast number of Animal Welfare and Science topics.

Recently, we have arranged courses for teachers and school pupils from Primary and Secondary Schools, Students at University and 'A' level in areas such as woodland, seashore and freshwater ecology. Teachers' Courses on Animals in Schools and General Courses on The Impact of Man on the Environment have also been a great success.

Junior Membership

From its early days, in 1875, when it was known as the Band of Mercy, the Junior Membership Section is now an active Junior Society for young people aged up to 17 years, who are interested in Animal Welfare.

The overall objective of Junior Membership is to encourage young people to adopt a responsible caring attitude in all animals, in particular, Junior Membership encourages children to become involved in the study of Animal Welfare and to encourage them to extend their knowledge of animals.

Although young people are often fickle in their approach to clubs it is hoped that some of the activities of the Junior Membership scheme, including field days, visits, talks, films, under the direction of Education Officers or voluntary Group Leaders, and the prepared literature will motivate youngsters and keep them interested and involved in practical Animal Welfare projects. Junior Membership is divided into two sections: for members aged from 7 to 12 and those aged from 12 to 17 years. Members, where possible, organized into local groups, under the supervision of an adult leader who is registered at our Headquarters. In the absence of a convenient local group, individual members are welcomed and encouraged to participate in our activities, as much as possible. Affiliated Membership is available for organizations or families not wanting to become full members.

When a group is enrolled, they are sent a copy of the appropriate magazine and badges for each member of their group. The appointed Group Leader receives a copy of "Guidelines for Group Leaders" which describes the objectives of the scheme and gives details of suggested activities and group administration. Groups will also receive information regarding the RSPCA Care Award Scheme and a Price List and Catalogue of Educational Materials.

A large number of our present Junior Members have been encouraged by their school teachers. By encouraging these young people to become involved in Junior Membership, teachers can ensure that their pupils are not only involved in a club but in an Education Scheme which has specific aims and objectives pertinent to their local area.

Junior Membership has fluctuated through the years and the present

membership of just over 30,000 has grown from the August 1975 figure of 3,648. The membership has shown a rapid upward surge since January 1980, and we feel that this is probably the result of better publicity as well as the impact of our recent Schools Campaign for Animal Welfare.

There is every indication that co-ordinated recruitment will greatly improve the Junior Membership figure in the future. Please ask for details of this Scheme on the attached reply slip. We are sure it has a lot to offer your pupils. The majority of Junior Membership groups are in the Primary School sector with an overall lack of Secondary School groups. We would like to encourage Secondary Schools to form groups, since they can make a significant contribution to Animal Welfare.

Teachers Courses

One of the most effective ways for Education Officers to contact large numbers of school children is by gaining the help of teachers. Education Officers often invite interested teachers to attend specially designed courses which give guidance on ways of integrating Animal Welfare subjects into the curriculum. These courses enable personal contact with local Education Officers and the opportunity to view displays of the wide range of RSPCA educational materials which are available for teachers to use.

Our courses are designed to suit the requirements of local teachers and this is usually allocated for discussion sessions regarding the use of RSPCA Project Kits and other teaching packs. These include: Animal Welfare, Animal Experimentation, The Work of the RSPCA, Wildlife Habitats, Performing Ani-

mal, Hedgehogs, and City Wildlife. A series of courses which cover the many aspects of the use of "Animals in Schools" have been held and a Teachers' Manual has been prepared on this subject. The value and welfare of animals in school is obviously of great concern and in this Course particular attention is paid to areas such as Species which can be kept in Animal Accommodation, Handling and Sexing (including practical work), Health and Hygiene, Housing, Weekend and Holiday Care, Animals, and Child Involvement with Animals.

Teachers' Courses in Ecology also conducted by Education Officers so that different local Wildlife Habitats can be studied. Most of these teachers courses are of the form of "after school" meetings at Teaching Centres but could be local Environmental Studies Courses or our own Mallydams Wood may be arranged for weekday weekends. If the article you now read has stimulated your interest in the RSPCA and in Animal Welfare, enquire about a Teachers' Course by contacting your local Education Officer listed below filling in the reply slip.

Summary

The need to encourage public concern and awareness of the state of the environment grows from the moment we rise in the morning until we sleep at night. Our lives are inextricably linked with those of a vast number of animals. Our food, clothing, war, technology and often our environment are constantly being changed as a result of the decisions made by a few people. We are not the only creatures. We are part of a vast, complex, and changing world. If you have decided that you want to help, please contact your local Education Officer, fill in the reply slip.

High flying adored

Hilary Wilce reports on the gliding courses on offer from the Upward Bound Trust



Some sports are so expensive they are quite out of reach for most young people, no matter how keen they are. Gliding, the most popular of the air sports, comes into this category.

"Prices have rocketed recently and it costs about £300 to achieve solo, standard. Fees vary from club to club, but at some of the more popular clubs in south-east England, a single tow into the air by aeroplane, not counting membership and instruction fees, can set a glider pilot back £25.

So, for the majority of young people taking to the air has to remain an unfulfilled ambition. The exceptions are those able to take courses with the Upward Bound Trust, which exists solely to introduce young people to gliding at a reasonable cost.

It operates on Saturdays and Sundays from an Oxfordshire airfield. On Saturdays groups of about a dozen, mainly from youth organizations or schools, are given a brief introduction to the sport. For £4.50 a week they spend the day at the airfield and are guaranteed three flights each.

On Sundays a course is run to train students to solo level. This costs £30 for 13 flights and normally lasts about 10 weeks. Any student who needs extra flights to go solo can have them for 75p a launch.

Costs are kept low by using instructors and ground staff who give their services free, and by operating with the minimum of equipment. Three elderly gliders (two Slingsby T21Bs and a Berkeley 2) are launched by an equally elderly winch from the one remaining strip of a wartime airfield. (Strict Civil Aviation Authority regulations, however, mean

The airfield, at Haddenham, near Thame, has no club house, no tea wagon and no toilets. The wind sock has holes and the airfield gates have to be kept locked at all times, to keep out vandals who steal or break the Trust's precious equipment stored in the lone hangar.

The airfield was visited by King George and Winston Churchill when they were debating the advantages of using glider pilots in the war. Now some of those wartime glider pilots act as weekend instructors for the Upward Bound Trust, was set up in the early 1960s by members of the former Glider Pilot Regiment. Its founder and present chairman is Brigadier George Chatterton, and the regimental association makes donations for equipment.

The Trust is a registered charity and raises about £1,500 of its annual operating costs of £3,500 from donations and gifts. It is not, however, eligible for Sports Council grants as it has an age limit on its solo courses. Since it started, just under a thousand students have taken this course, which aims to teach them up to the British Gliding Association's A certificate (requiring the pupil to fly three solo circuits). Seven students have become instructors, and several have also taken their private pilot's licence. About a thousand young people have also taken part in the one-day course begun four years ago.

For the corps of half a dozen instructors, the Trust means days of hard, unpaid work. "For example, we had a large group of Scouts here yesterday, some as young as eight or nine, all running about, blowing down the pilot tube to make the air speed indicator go

said. "But I enjoy flying anything, and it's quite a satisfying feeling to see some of these lads going solo for the first time and knowing you've given them an additional skill."

Another bonus for instructors is cheap flying in overcrowded conditions, and the chance to go up in the single-seater, high-performance glider which the instructors have bought as a syndicate. For students the association provides a rare opportunity for cheap, concentrated tuition.

David Cole, who at 16 is the youngest member of the present course, had his glider down for a year and a half after a crash landing near the airfield. He heard about the Trust. In the meantime he started gliding at a nearby club and hopes to go solo soon. Once he gets a job as an engineering apprentice, he hopes to buy a share in a glider.

Such plans are beyond the hopes of Paul Cannon, 23, who works nearby as a fork lift-truck driver. His name was down at 21 for the course, but he also had a long wait. Ideally, he would like to fly a powered aircraft, but knows it will always be too expensive.

"I suppose the gliding's what I expected, although the first time I saw those old gliders they looked so fragile. I thought they'd fall to bits in the sky. Then when we went up, my eyes were rolling round in my head and we were going up and down. But if I ever get to go solo I'd like to stay on here, if they'll have me. It's a nice break, coming out here all day, getting away from the pubs and things."

The Trust uses some ex-students as ground staff. For a membership of £15 a year they have the opportunity of flying when it can be slotted into the programme.

Nineteen-year-old Martin Randall, who works in electronics, wants to move on to more serious flying by joining the Royal Air Force. He heard about the Trust when working part-time at a nearby airfield, and has also had experience at other gliding centres. "The gliders here are much older, but the instruction is just as good. It's good, cheap flying."

All students have to work hard on the ground, pushing gliders about, logging flights and studying wing tips. They have to learn proper preflight procedures for coordination and safety, as well as develop their skills in the air.

Members of the Trust make no elaborate claims for their work, but the necessary teamwork and discipline involved in launching gliders safely into the air, as well as the judgment and self-reliance needed to pilot an aircraft, obviously makes demands on untapped resources.

"We had a group of lads along here who were in case with the social services. Vernon Jennings, the chief flying instructor, said: 'The first week they all came in their scooter gear, but before we knew where we were they were dressing like us old ones. Harris tweed jackets, the lot. Goodness knows where they got them from! But they did change while they did the course, although whether or not it lasted is another thing.'"

The Trust makes no selection on the basis of need or circumstance. Anyone in the right age-group can apply and, if fit, take their place on the waiting list. Solo courses are run year-round, weather permitting. Children younger than 16 are accepted on the one-day courses which are run from April to November. These are normally arranged by teachers or youth leaders. More details from M. A. Clark, Honorary Secretary, 27 Crotch Crescent, New Marston, Oxford.

RSPCA Education Officers in your area

South Eastern	Central	North Eastern	North Western	South Western	London	Yorkshire	West Midlands	East Midlands	East of England	South of England	Wales	Scotland	Northern Ireland	Channel Islands	Isle of Man
Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.	Mr. J. H. B. Jones, RSPCA Education Officer, 100, The Quadrant, Brighton, BN1 1PU. Tel: 01273 274111.

Find out more about RSPCA Educational Services

Tick as appropriate.

- ☐ RSPCA Policies on Animal Welfare leaflet.
- ☐ Details of Adult Membership.
- ☐ Details of Junior Membership Scheme.
- ☐ Details of Teachers' courses in your area.

☐ RSPCA Educational Resources Catalogue (see panel on page 3).

☐ Animals in Schools teachers guide (see panel on page 40) £2.00 including p.p.

☐ Would you like to be contacted by your local RSPCA Education Officer?

Name

Position

School or College

Address

Complete and send with 10 X 7 SAE to:
RSPCA Education Department (T.E.S.)
Causeway, Horden, West Sussex BN12 1TH

ADDRESS _____

LONDON BOROUGH OF BARNET

BARNET COLLEGE OF
FURTHER EDUCATION

Applications are invited for the following vacancies, available from 1 January, 1981.

PRINCIPAL LECTURER — Faculty of Technology
Lecturer 1 In 3-D DESIGN
Lecturer 1 In REMEDIAL ENGLISH
Lecturer 1 In HEALTH
Lecturer 1 In MECHANICAL ENGINEERING CRAFT PRACTICE
Lecturer 1 In PHOTOGRAPHY/PRINTING
Lecturer 1 In PHYSICS
Lecturer 1 In PRODUCTION ENGINEERING

Removal expenses and separation allowances can be paid. Further details and application form available from The Principal, Barnet College, Wood Street, Barnet, Herts. (A SAE foolscap for reply). Closing date for applications—14 days from the appearance of this advertisement.

J. Dawkins
Director of Educational Services

COLLEGES OF
FURTHER EDUCATION
continued

Other Appointments

BARKING AND DAGENHAM
FURTHER EDUCATION
DEPARTMENT OF SCIENCE AND
MATHEMATICS

LECTURER in CHILD DEVELOPMENT required as soon as possible to teach early child development and child health. The successful candidate will be responsible for the delivery of the syllabus. Applications should be sent to the Principal, Barking and Dagenham College of Further Education, 100 Victoria Road, Barking, Essex. Salary will be in accordance with the London Borough of Barking and Dagenham pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Barking and Dagenham College of Further Education, 100 Victoria Road, Barking, Essex. Applications should be sent to the Principal, Barking and Dagenham College of Further Education, 100 Victoria Road, Barking, Essex. Salary will be in accordance with the London Borough of Barking and Dagenham pay scale. Further salary increase pending.

BERKSHIRE

EDUCATION COMMITTEE

BRACKNELL COLLEGE

Required January 1, 1981

DEPARTMENT OF
ENGINEERING AND SCIENCELECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

LECTURER IN ELECTRONIC
TECHNOLOGY

Required January 1, 1981

ilea colleges

HACKNEY COLLEGE

Slake Newington Centre
Apsome Road, N16

Department of
Continuing Education

Head of Department of Continuing Education, Grade 4

The department which provides a wide range of courses has been created by a combination of the general education level of the College.

The post offers the opportunity to lead a team of staff to meet the needs of an inner city area.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Salary will be in accordance with the London Borough of Hackney pay scale. Further salary increase pending.

Requirements for application forms and further details will be sent on request by a stamped addressed envelope to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

Applications should be sent to the Principal, Hackney College, Slake Newington Centre, Apsome Road, N16.

LANCASHIRE EDUCATION COMMITTEE

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

RESEARCH ASSISTANT

for

DISTANCE LEARNING

(Re-advertisement—previous applicants need not re-apply)

A research Assistant is required to work in the Blackburn and Burnley Department of Textiles in close co-operation with the Cotton and Allied Textile Industry Training Board on a pioneering development of "distance learning" programmes. Initially it is intended to develop distance learning for the City and Guilds 414 Textile Techniques (Broadloom Weaving Option) and subsequently to extend the development to higher level courses.

The successful candidate, with appropriate technical background and teaching experience, or alternatively a recent degree or similar qualification in textiles, will be expected to co-operate closely with colleagues in College, industry and the ITS. Training in preparing and writing distance learning programmes will be provided on appointment. Contract: Three years, with possible extension. Salary: £5,085 (under review, with two annual increments). Conditions: National Joint Council for Local Authorities APT and C Staff: 361 hours per week.

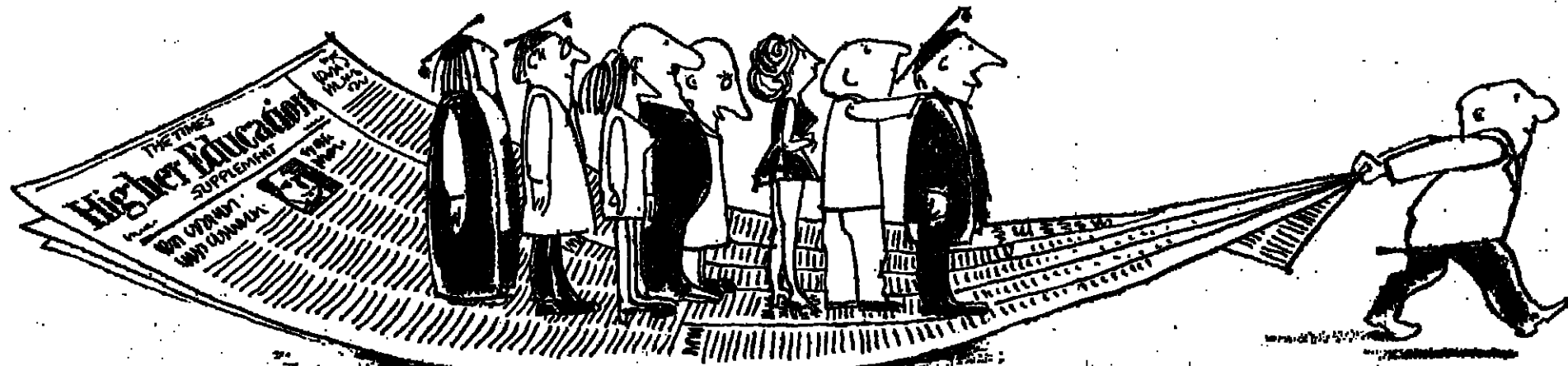
Further details and application form from:—

The Chief Administrative Officer

Blackburn College of Technology and Design

Fielden Street, Blackburn, Lancashire

Telephone: Blackburn 64321



get onto the THES

for complete coverage of higher education

THE TIMES

Higher Education SUPPLEMENT

Obtainable at newsagents every Friday—Price 25p

SURREY COUNTY COUNCIL

REDHILL TECHNICAL COLLEGE

Applications, from men and women, are invited for the following appointments to be made on 1st January, 1981, or earlier.

Department of Building and Catering

1. SENIOR LECTURER in HOTEL & CATERING SUBJECTS

To lead a team of Catering lecturers and to be responsible for the Head of Department for the development of the Catering Section, which currently offers a two-year full-time Craft course and Part-time courses. It is hoped to offer Hotel Receptionist and TEC Certificate courses next year. Candidates should be professionally qualified with teaching experience in either Food Production or Food Service.

2. LECTURER II in CATERING & ALLIED SUBJECTS

To assist in the development of the section. Candidates should have a special interest in teaching Food Service and be able to assist with teaching allied subjects in an expanding department.

Department of Business Studies and Languages

3. SENIOR LECTURER in BUSINESS STUDIES

To be responsible for the Business and Professional Studies Section and to develop Management and Data Processing courses. Teaching will include quantitative subjects to BEC General and National courses, to Institute of Bankers Conversion courses and to Institute of Accountants and Advanced Secretarial courses.

Department of Engineering and Science

4. DEPUTY HEAD OF DEPARTMENT/ SENIOR LECTURER

This post offers a real opportunity to gain administrative experience in an expanding and broadly based Department to a candidate with one of the Engineering specialisms who can provide a teaching input to TEC courses.

5. LECTURER I/II in SCIENCE

To develop and teach TEC Science/Engineering subjects plus some GCE work. Candidates should be good all-round scientists with relevant industrial experience. Ability to teach A level Chemistry may be an advantage.

Further details of posts and relocation assistance may be obtained from the Staff Officer, Redhill Technical College, Gatton Road, Redhill, Surrey, together with application forms which should be returned before 10th October, 1980.

CHESHIRE

EDUCATION COMMITTEE

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

Blackburn College of Technology and Design
Burnley College of Arts and Technology

with

The Cotton and Allied Textile Industry Training Board

SUNDERLAND
(Borough of)
MONKWEAHMOUTH COLLEGE
OF FURTHER EDUCATION
SENIOR LECTURER
COMPUTER

Salary Scale : Rs. 60-75 per annum.

Applications are invited above post from persons holding Honours Degree or B.A. with distinction in Education, Qualified in essential.

The appointee will be to act as link between co-ordinating departmental subject teaching which is under administrative discipline. The candidate is able to offer commensurate salary.

A detailed application details available upon a stamped addressed envelope from the Principal, Poonm College, Poonm, Swam Street, SRINAGAR.

Closing date for October 10, 1980.
L. A. Hlopin, Chief

Courses, and range
 further from the
 1960.
 ON
 ARTS
 ED FOR
 RICAL
 YING 1.
 alert
 and
 teaching
 and Corli-

Stoke Park, Guildford,
Surrey, GU2 7EZ.
Principal B. L. Ellis
ARCS, 1, Eng. Mfrs
Association, 10, Abchurch
Lane, London EC4N 3DF.
The following are available
January 1981:

1. ADVANCEMENT OF SCIENCE
ELECTRONIC TECHNOLOGY
ELECTRONIC Grade 1
Certificate in Investment
related subjects in course
of the department.
Lectures 1-10
to £8,000 plus £215
allowance.
2. Advanced relocate
available in approved
Further details and
forms are available from
Principal on receipt of
Completed application
to be returned by
15/01/1981.

trained le-
Barra-
to the
to the
from
1980.
in De-
1980
(S. A.)

OTHER
MANICAL/
and
will be
and part
Engineer-
to the
specially
to the
and
substanti-

require-
to local
time 9:00 A.M. Advance
Ordinary and
ment will be fur
to the
College particu-
and South
job. South
desider. Education
need. We in-
WA14 450. Completen
to the
colours at spot 84

WALSALL
WALSALL COLLEGE
TECHNOLOGY
Faculty Street
Walsall WS1 1JH
TECHNICAL STUDIES
Applications are in-
vited from men and
women who are
able for TEC and gen-
eral Studies work
Salary £8,000 to £
12,000 p.a. plus
to the Principal by
20th

WARRICK
PART WARRICK

EDUCATION
Lower Illinois Institute of Science
 DEPARTMENT OF
 ENGINEERING AND
 (1) SERVICE
 Candidates should
 graduate with hon-
 ors in district
 colleges with a
 practical experience
 The person appoint-
 ed to teach the
 of the subjects: Com-
 puter Systems, Dis-
 crete Structures,
 Electrical Machines
 and Systems, and
 in Electrical Engi-
 neering.
ELECTRICAL AND
 Temporary salary
 1001. In addition
 subjects to students
 City and State of
 the C. program and
 with posts from
 District and admin-
 2000. The salary is
 the College (V.A.)
 COLLEGE OF
 to \$2,000

design
University of
DEPARTMENT OF
SOCIAL SCIENCES
LECTURE
LIFE IN THE
(Temporary) multi-
successful countries
a local economy
Social and Life ph
and their influence
Participants to
Life course and ex
experience of w
are available
to attend LECTURE
to Develop and apply
available from the
of the course
Completed forms
advertisements
SOLUTIONS TO
EDUCATION
The Atlantic No
Stratford Heights A
DEPARTMENT
LECTURE will return
classes to post
FIND OUT
life student give

Lower Education, Lewiston.
Salary: \$2,085.
Details and applications available from the College.

5th October, 1980.

DEPARTMENT OF
ENGINEERING
(1) SENIOR
ELECTRICAL
Graduates
degree or equivalent
in Electrical
Engineering with
Industrial experience.
The person applying
is subjected to interview
of the subjects: Cooper-
ating, Instrumentation,
Maintenance, and
of Higher Technicians
in Electrical Engineering.
ELECTRICAL AND
TEMPORARY
1911 to each
subject to attend
City and Guilds and
I.E.C. examinations.

[illegible]

available from the
the College
Completed forms
ned within
edifferent appear
SOUTH WALES
COLLEGE
EDUCATION
The Willems
Llanelli, No
Stratford-on-Avon
DEPARTMENT
SIGNED
LECTURER I require
clarity for one or
two
BIRTH students
Preference given
your knowledge of
matulation.
Selling Lecturer
to £3,000.
Details and applica
available from the
College.

THROUGH THE TES PERSONAL COLUMNS

THE TIMES
Educational Supplement

